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ABSTRACT

The Lake Geneva career education plan for K-12 was developed when Lake Geneva was chosen as a validation site for the Wisconsin State Plan for Career Education. Modifications were made in the state plan to adapt it for use on the local level. The plan calls for the integration of career education into existing instructional programs and guidance and counseling. The plan incorporates the findings from a needs assessment survey, which was conducted in the school district, in a series of needs statements. Based on these statements, five goal statements are included. Since realization of the goals depends on the effectiveness of the delivery system, the plan provides for its implementation, monitoring, and updating. The problems of occupational sex stereotyping and the needs of special populations are also included. Other considerations, such as resources and materials and dissemination plans, are covered, as well as the program budget. (The appendixes contain the questionnaires used in the needs assessment; the instructional components for K-6 social studies, grades 7 and 8 science, grades 9-12 foreign languages; and the guidance and counseling components.) (ELG)

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LAKE GENEVA SCHOOLS CAREER EDUCATION PLAN

School District of Lake Geneva and
Genoa City (Badger High School)

School District of Lake Geneva
Joint District No. 1

KARL L. REINKE, SUPERINTENDENT OF SCHOOLS

BEST COPY AVAILABLE

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U.S. DEPARTMENT OF HEALTH,
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INTRODUCTION

In 1974 a joint task force for the development of a Wisconsin State Plan for Career Education was jointly appointed by Dr. Barbara Thompson, State Superintendent of Public Instruction, and Eugene Lehrman, State Director of Vocational, Technical and Adult Education. This task force developed a "user trial draft" of the Wisconsin State Plan for Career Education which was completed on June 30, 1977.

The State Department of Public Instruction invited applications from school districts to serve as "validation sites" to "try out" sections of the state plan to determine its usability in developing local career education plans and to determine how it could be improved to meet the needs of local school districts. The State Department of Public Instruction selected the Lake Geneva schools to serve as a validation site as well as the school districts of Beloit, West Allis, Hamilton, and Jefferson.

The Lake Geneva schools have been involved in numerous career education activities prior to being selected as a validation site. Involvement in the state career education plan, however, has given us an opportunity to make a total system-wide coordinated effort to develop a quality career education program.

It should be emphasized that the Lake Geneva Schools Career Education plan is a LOCAL plan. The state format has created a structure for developing the plan, but modifications have been made as necessary to ensure a plan which can be implemented at the local level.

Validation activities in the Lake Geneva career education plan made provision for testing the proposed plan format. Plans written during the current project year to be implemented during the 1978-79 school year included the following:

Guidance and Counseling K through 12
Social Studies K through 6
Foreign Languages 9 through 12
Science grades 7 and 8

The plans are included in the appendices and are separated from the statistical information section by a colored divider sheet.

HISTORY OF CAREER EDUCATION

Interest in career education began in the Badger High School District shortly after the expansion of the vocational education program in 1966. It soon became apparent that a continuing problem in our school system was a lack of relevance of existing curricula for many of our students. Career education concepts were seen at this time as a means of inspiring students to learn in all fields and providing each student a program geared to his/her becoming a self-fulfilled, productive and contributing citizen.

In 1967-68 the Academic Vocational Adjustment Program made an attempt to integrate academic knowledge and skills with job training for the students with learning difficulties. A career information component and a job evaluation center to evaluate student needs was an integral part of this program. Parts of this program are still in existence, and the concepts of this program are still educationally sound today.

In 1970 a career education center was established, staffed with a full time guidance person, and supplied with numerous resources on career education. Many students used this center to be exposed to occupational information, guided into suitable vocational courses, and assisted in obtaining jobs in their chosen fields. Work samples and job evaluation programs were available in the career center to further evaluate individual student needs and talents. This center was later incorporated into the total guidance center and many of the specific career education activities and the job evaluation programs were dropped.

In 1973-74 a K-12 district wide career education study committee was appointed to study the existing program and make recommendations. The following recommendations were submitted on January 24, 1974

"1. Make more extensive use of existing follow-up studies and further seek information from our graduates regarding their overall preparation for the real world of work.

2. Develop a job placement program so that students will receive the same assistance in getting a job as they do in choosing and entering a college.

3. Develop and utilize an on-going evaluation process to assist student awareness of careers and the progress in developing career education in the Lake Geneva area.

4. Conduct a local needs assessment to determine what changes need to be implemented in our curriculum to facilitate a smoother transition from school to the world of work.

5. Provide more in-depth-direct counseling for each student on a K-12 basis.

6. Familiarize all students with the 15 occupational clusters and career development concepts.

7. Expansion of the freshmen career education classes and the addition of an activity at the 11-12 grade level.

8. Develop some sort of in-service or information delivery system designed to improve the familiarity of classroom teachers with current trends in the job market for their specific content areas.

9. Encourage active community involvement in identifying community needs and community resources.

10. Plans should be formulated and arrangements should be made by May 15, 1974 to conduct a local career education workshop during the summer of 1974. The main purposes of the workshop would be the following:

    a. To further develop an understanding of the career education concept with the teaching staff of our school district.

    b. To develop suggested learning activities and resource materials for different disciplines at various grade levels.

    c. To become better acquainted with the Wisconsin K-12 Guide for integrating career development into local curriculum.

11. Perpetuate the many fine career education activities presently occurring at Badger High School. Expand the awareness and concepts of career education into disciplines other than industrial arts, home economics, and business education through the leadership of the LVEC and guidance department.

12. By means of in-service activities provided through the leadership of the summer workshop participants, expand the concept and teaching activities associated with career education to grade levels K-8.

13. Provide financial assistance to secure career education teaching materials, both teacher-made and commercial for the K-8 teaching staff."

Very few of these recommendations were actually accomplished.

In 1975 and 1976 a district wide needs assessment was conducted to evaluate the needs of our schools. More and improved guidance services and additional career education and job placement services were recommended as a result of this needs assessment.

In 1976 an in-service program was set up where all teachers of the district had an opportunity to visit a local business or industry. This turned out to be a very valuable in-service program and afforded teachers a chance to learn more about the needs of our community and the career opportunities available to our graduates.

HISTORY OF CAREER EDUCATION

In 1977 business and industry leaders were invited to our school to view our facilities and curricular offerings. An exchange of ideas on how we could improve our school once again brought out a need for more and better career development activities.

Through over a decade of learning about this new concept we have determined that career education is a developmental process that parallels the growth and development of the individual and, therefore, must be incorporated into all disciplines at all grade levels. This belief has led to our present goal of developing a complete local plan for career education in our district.

LAKE GENEVA SCHOOLS POSITION STATEMENT REGARDING CAREER EDUCATION

Career Education is defined as a guidance and instructional strategy aimed at improving educational outcomes by relating teaching, counseling, and learning experiences to life and the world of work. It is intended to improve individual achievement and facilitate individual career development beginning in early childhood and continuing throughout life. It relies on the integration of career development concepts with the curriculum of all subjects, it blends academic and vocational experiences and requires the cooperation and collaboration of the school, the home, and the community as major components of the learning environment.

The Lake Geneva Schools plan for Career Education will serve as a guide in the development and implementation of a comprehensive K-12 Career Education program for the Lake Geneva Schools. The purpose of the plan is to outline the Career Education program from infancy to emancipation.

Basic Assumptions in Development of the Plan

1. There are numerous quality Career Education opportunities presently available to students in grade K-12. These activities need to be identified and incorporated into a planned comprehensive Career Education program.
2. The Lake Geneva Schools subscribe to the "Goals for Elementary and Secondary Public Education" which are enumerated in the K-12 Guidance and Counseling handbook. The adopted goals will guide the development and implementation of Career Education.
3. The Lake Geneva Schools subscribe to the validity and importance of the Career Education concepts as outlined in the Wisconsin State Plan for Career Education. All of these concepts will be incorporated into the planned program with emphasis being given to those perceived on the needs assessment as being most critical.
4. There will be two major coordinated delivery systems for the Career Education program. The Guidance and Counseling program K-12 will constitute one of these systems. The other delivery system will be through the instructional programs as follows:
    a. K-6 - Emphasis will be on incorporating Career Education within the social studies curriculum

    b. 7-8 - All departments at Denison Junior High School

    c. 9-12 -All departments at Badger High School
5. Every attempt will be made to make the plan and implementation as simple and as usable as possible. Maximum opportunity will be made available to provide input by those charged with responsibility for program implementation.

SUMMARY OF THE CAREER EDUCATION NEEDS ASSESSMENT FINDINGS

The priority needs of our students as perceived by adult respondents to the Career Education Needs Assessment were as follows:

1. To develop effective decision-making skills.
2. To become aware of expectations that employers and higher educational institutions will have of them.
3. To learn how to get, hold, and advance on a job.
4. To develop positive attitudes toward themselves, school, and work.
5. To be prepared for a "next step" when students leave public school, in immediate employment or continuing education.

The needs to be met in order to provide an effective delivery system for career education were identified as follows:

1. Support for career education from teachers, administrators, counselors, parents, and community.
2. A local plan for career education in order to:
   -- facilitate coordination of career education efforts within the schools;
   -- identify the roles and responsibilities among the many groups contributing to career education;
   -- systematically apprise parents of career education programs and resources;
   -- provide communication and coordination between school and community to facilitate career education.
3. Cooperation of teachers in integrating career education with the school curriculum. In order to accomplish this, teachers need a system for cataloging, locating, and utilizing career education materials and opportunities to share ideas with teachers of like grade levels and disciplines.

- -

For additional information and statistical data refer to the sections on CAREER EDUCATION NEEDS STATEMENTS (1, 2, 3, 4, 5) as well as to the appendices.

Lake Geneva Schools
Lake Geneva, Wisconsin 53147

CAREER EDUCATION NEEDS STATEMENT NUMBER 1

Individuals need an understanding and acceptance of themselves in relation to others and the environment.

Needs Assessment Findings

The highest assessed priority of the composite group was the need for students to develop a positive attitude towards themselves, school, and work.

The parents ranked as their number three priority the need of their children to have help in exploring his/her interests, skills, personal traits, personal needs, and personal values as an aid to career planning.

CAREER EDUCATION NEEDS STATEMENT NUMBER 2

Individuals need an understanding of the world of work and opportunities available to them.

Needs Assessment Findings

Priority number five of the parents was determined to be the need for their children to have information about current and future trends in the job market.

The composite group did not rank any of the items measuring Needs Statement Number 2 in the top quartile of their responses.

Sixth grade students indicated needs related to this classification as follows:

> The need to know about many kinds of jobs in order to choose among them (priority number two); to know what kinds of jobs there will be in the future (priority number three); and to learn about the many different jobs it takes to obtain food, clothing, and shelter (priority number four).
>
> Eighth and tenth grade students shared the need for information about current jobs and future trends in the job market, ranking it as priority number four.

CAREER EDUCATION NEEDS STATEMENT NUMBER 3

Individuals need career decision making and planning skills based on an understanding of themselves and the world of work.

Needs Assessment Findings

The composite group as well as parents indicated a high need for students to become aware of expectations that employers and higher educational institutions will have of them (parent priority number two, composite group priority number three). The similarity of this finding would suggest a high need for systematically making information available to students regarding the employer expectations and requirements of higher educational institutions.

The sixth grade students as well as twelfth grade students expressed as their number one priority the opportunity for work study coop or part-time work to get on-the-job work experience and try out a particular job in which the student is interested. Parents and the composite group did not share this as a priority, with parents ranking it priority number seven and the composite group as priority number seventeen.

Eighth and tenth grade students indicated a need for information about education and training requirements and opportunities for the types of occupations in which they are interested (priority number three). They also expressed a need for help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life (priority number five).

Sixth grade students indicated as priority number five the need to learn how to make decisions and choices.

Twelfth grade students indicated a need for help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life (priority number two); a need for information about education and training requirements and opportunities for the types of occupations in which they are interested (priority number three); and help in matching up their interests and abilities with possible career choice areas (priority number four).

CAREER EDUCATION NEEDS STATEMENT NUMBER 4

Individuals need preparation for successful placement and progress in appropriate employment, further education, or other post secondary options of their choice.

Needs Assessment Findings

The number one priority of parents was the need for students to develop effective decision making skills. This closely paralleled the composite group priority who ranked this as priority need number two.

Another major priority of both parents and the composite group was the need for students to learn how to get, hold, and advance on a job (parent priority number four, composite group priority number five).

The composite group ranked as priority number four the need of students to be prepared for a "next step" when they leave public school in either immediate employment or continuing education. The perceived need was shared by eighth and tenth grade students who rated this as their number one priority, as well as twelfth grade students who rated this as their fifth priority.

Eighth and tenth grade students perceive the need for help in finding a job while still in high school (priority number two).

CAREER EDUCATION NEEDS STATEMENT NUMBER 5

Career education needs a supportive delivery system which will provide for the following:

-- Development of guidance and instructional program career education strategies for educators;

-- Development of career education expertise for those having defined leadership roles in career education;

-- Comprehensive access to methods, materials, and experiences of others in providing career education;

-- Coordination and articulation between agencies and organizations.

Needs Assessment Findings

Professional Staff Perceptions
Parents Perceptions
Business and Industry Perceptions
External Resources Perceptions (Inter-Agency - Whitewater Counselor Educators)

Professional Staff Perceptions

Each professional group perceives a need for other professional groups to support career education efforts. Administrators look for support from teachers and counselors who in turn look for administrative support. All groups feel the need for support for career education efforts from both parents and the community.

The professional staff documents the need for a local plan for career education in order to coordinate career education efforts within the school system and community.

There is a need for career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.

Communication and cooperation between school and community to facilitate career education is identified as a priority need. There is also a perceived need for the cooperation of teachers in integrating career education within the school curriculum.

Other needs are related to facilitating career education dialogue among teachers as well as identifying and cataloging career education resources existing in the school and the community.

CAREER EDUCATION NEEDS STATEMENT NUMBER 5, continued

Parents Perceptions

Parents perceive a need to become familiar with career education resources and materials available in the community. They express a desire to be informed about school and community career education efforts including an opportunity to become familiar with the school's career education guide.

Business and Industry Perceptions

The needs of business and industry are related to communication and coordination. They feel a need for lines of communication between the school and various segments of the community. They feel a need for identification of roles and responsibilities of the many groups contributing to career education. They ask for better coordination and direction from the school as to how they may assist in career education efforts.

External Resources Perceptions (Inter-Agency - Whitewater)

External agencies are asking for identification of the roles and responsibilities they may assume in implementing career education. They are asking the schools to state what we need so they may determine if they may be of assistance to us in providing resources. A liaison person between the schools and external agencies is perceived as needed in order to have a contact for sharing information.

GOAL STATEMENTS

Based on the results of the needs assessment, five career education goal statements were developed. These goal statements are listed below.

Goal Statement Number 1

Individuals will have opportunities to develop an understanding and acceptance of themselves in relation to others and the environment.

Goal Statement Number 2

Individuals will have opportunities to develop an understanding of the world of work and opportunities available to them.

Goal Statement Number 3

Individuals will have opportunities to develop career decision making and planning skills based on an understanding of themselves and the world of work.

Goal Statement Number 4

Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

Goal Statement Number 5

The Lake Geneva Schools Career Education program will provide a supportive delivery system which will provide for the following:

-- Development of guidance and instructional program career education strategies for educators;

-- Development of career education expertise for those having defined leadership roles in career education;

-- Comprehensive access to methods, materials, and experiences of others in providing career education;

-- Coordination and articulation between agencies and organizations.

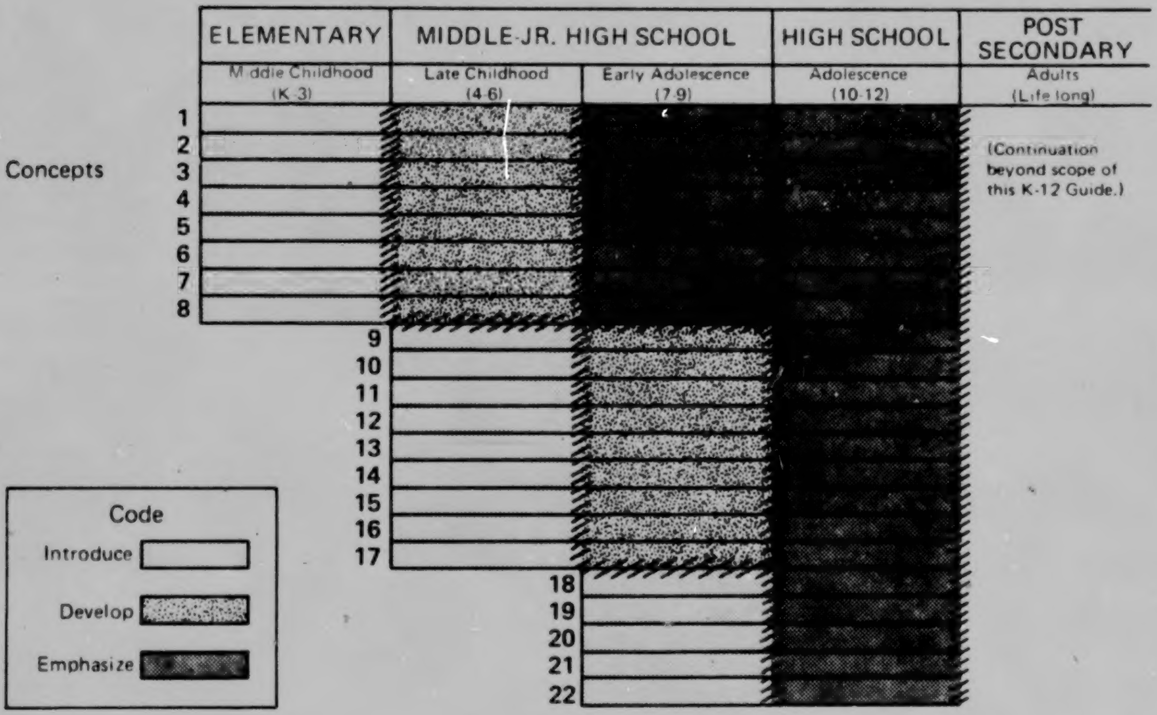
In order to achieve the stated goals, a decision was made to utilize the Scope and Sequence Model for Career Development Concepts. The rationale for this decision was that each of the 22 concepts could be classified under either goal statements 1, 2, 3, or 4. By developing objectives for each career development concept, it was possible to develop a consistent format for the career education plan while making the content and learning activity individualized. This results in the first grade teacher having a program tailored for his/her students as well as the high school foreign language teacher, etc.. It was further determined that the Scope and Sequence Model would ensure that all pertinent concepts were introduced, developed, and emphasized at the appropriate developmental stage.

The following page contains a copy of the Scope and Sequence Model for Career Development Concepts.

Career education learning activities developed for the guidance and counseling program, K-6 social studies, high school foreign languages, junior high school science, and pilot programs utilized this approach.

The following pages in this section state the goals and the concepts which were classified under each goal statement.

SCOPE AND SEQUENCE MODEL FOR CAREER DEVELOPMENT CONCEPTS*



Concepts	ELEMENTARY Middle Childhood (K-3)	MIDDLE-JR. HIGH SCHOOL Late Childhood (4-6)	MIDDLE-JR. HIGH SCHOOL Early Adolescence (7-9)	HIGH SCHOOL Adolescence (10-12)	POST SECONDARY Adults (Life long)
1	☐	▒	■	■	(Continuation beyond scope of this K-12 Guide.)
2	☐	▒	■	■	
3	☐	▒	■	■	
4	☐	▒	■	■	
5	☐	▒	■	■	
6	☐	▒	■	■	
7	☐	▒	■	■	
8	☐	▒	■	■	
9		☐	▒	■	
10		☐	▒	■	
11		☐	▒	■	
12		☐	▒	■	
13		☐	▒	■	
14		☐	▒	■	
15		☐	▒	■	
16		☐	▒	■	
17		☐	▒	■	
18			☐	■	
19			☐	■	
20			☐	■	
21			☐	■	
22			☐	■	

Code

Introduce ☐

Develop ▒

Emphasize ■

Note: Subject to learner readiness. This model is not intended to discourage flexibility.

CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self and others is important throughout life.
2. Individuals differ in their interests, abilities, attitudes, and values.
3. Persons need to be recognized as having dignity and worth.
4. Occupations exist for a purpose.
5. There is a wide variety of occupations.
6. Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.
7. Work means different things to different people.
8. Education and work are often interrelated.
9. Individuals can learn to perform adequately in a variety of occupations.
10. Job specialization creates interdependency.
11. Various groups and institutions influence the nature and structure of work.
12. Occupations and life styles are interrelated.
13. Environment and individual potential interact to influence career development.
14. Career development requires a continuous and sequential series of choices.
15. Occupational supply and demand have an impact on career planning.
16. Leisure and avocational pursuits can complement one's work as a means of self expression.
17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.
18. Individuals are responsible for their career planning.
19. Exploration of occupations provides information on which to base vocational and educational decisions.
20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.
21. There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.
22. Job characteristics and individuals must be flexible in a changing society.

CAREER EDUCATION GOAL STATEMENTS AND
CORRESPONDING CAREER DEVELOPMENT CONCEPTS

CAREER EDUCATION GOAL STATEMENT NUMBER 1

Individuals will have opportunities to develop an understanding and acceptance of themselves in relation to others and the environment.

Concept No. 1

An understanding and acceptance of self is important throughout life.

Objectives

1. The student should understand the importance of developing an awareness of both strengths and limitations.
2. The student should realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student should recognize individual responsibility for self-direction.

Concept No. 2

Individuals differ in their interest, abilities, attitudes, and values.

Objectives

1. The student should learn to recognize personal individual interests, abilities, attitudes, and values.

2. The student should learn to recognize the interest, abilities, attitudes, and values of others.

3. The student should learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Concept No. 3

Persons need to be recognized as having dignity and worth.

Objectives:

1. The student should learn the dignity and worth intrinsic to people.

2. The student should experience the value work provides both society as well as the worker.

3. The student should become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

CAREER EDUCATION GOAL STATEMENT NUMBER 2

Individuals will have opportunities to develop an understanding of the world of work and opportunities available to them.

Concept No. 4

Occupations exist for a purpose.

Objectives

1. The student should become acquainted with the relationship between social needs and occupations.

2. The student should learn to see a relationahip between each person's occupation and satisfaction of social needs.

Concept No. 5

There is a wide variety of occupations.

Objectives

1. The student should recognize that there is a wide variety of occupations.

2. The student should learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Concept No. 6

Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives

1. The student should develop awareness of the classification of occupations.
2. The student should develop a capacity for classifying occupations.

Concept No. 7

Work means different things to different people.

Objectives

1. The student should understand the various meanings work can have to different people.
2. The student should understand that occupational choices are based on needs, abilities, and interests.
3. The student should become aware of the possible meanings work can have personally.

Concept No. 10

Job specialization creates interdependency.

Objectives

1. The student should recognize that cooperation is necessary for work effectiveness.
2. The student should recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student should gain firsthand experience whenever possible working cooperatively with other people.

Concept No. 11

Various groups and institutions influence the nature and structure of work.

Objectives

1. The student should become informed of the groups and institutions affecting work.
2. The student should learn the ways in which these groups and institutions affect work.

3. The student should experience the factors affecting groups and institutions.

CAREER EDUCATION GOAL STATEMENT NUMBER 3

Individuals will have opportunities to develop career decision making and planning skills based on an understanding of themselves and the world of work.

Concept No. 8

Education and work are often interrelated.

Objectives

1. The student should realize that different kinds of work require varying degrees and types of educational preparation.
2. The student should learn the value of relating education in work terms.
3. The student should learn the need for planning education in order to meet work goals.

Concept No. 9

Individuals can learn to perform adequately in a variety of occupations.

Objectives

1. The student should become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student should be able to identify with an increasing variety of occupations.
3. The student should be encouraged to gain experience in a variety of work situations.
4. The student should recognize individual abilities and limitations and relate them to career interests.

Concept No. 12

Occupations and life styles are interrelated.

Objectives

1. The student should recognize how occupational choice affects life style.
2. The student should learn to recognize values relating to occupation and life style.

Concept No. 14

Career development requires a continuous and sequential series of choices.

Objectives

1. The student should be aware that career development is a life long process.
2. The student should become conscious of individual responsibility and the direction one can exert on career development.
3. The student should learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Concept No. 16

Leisure and avocational pursuits can complement one's work as a means of self-expression.

Objectives

1. The student should learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student should learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student should learn the necessity of a balance between self-expression derived from work and from leisure.

Concept No. 19

Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives

1. Students should develop an understanding of sources of occupational information.
2. Students should learn how to independently obtain answers to career questions.
3. Students should learn to use this information for vocational and educational decisions.

CAREER EDUCATION GOAL STATEMENT NUMBER 4

Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

Concept No. 13

Environment and individual potential interact to influence career development.

Objectives

1. The student should be aware of the effect environment has on one's career choices.

2. The student should relate individual potential to environmental factors in making choices.

Concept No. 15

Occupational supply and demand have an impact on career planning.

Objectives

1. The student should learn the effect supply and demand have on various careers.

2. The student should understand the effect economic and technological factors have on supply and demand.

3. The student should learn to identify values in relation to considerations of supply and demand.

Concept No. 17

Preparation for and success in paid or unpaid work provides motivation and self-confidence in further endeavors.

Objectives

1. The student should learn the satisfying aspects of success in work.

2. The student should learn to recognize personal success and its positive effects.

3. The student should learn to identify career interests and preferences through experience in paid and unpaid work.

Concept No. 18

Individuals are responsible for their career planning.

Objectives

1. Students should learn that career satisfaction and success is each person's responsibility.

2. Students should learn the mechanics of career planning.

3. Students should learn the necessity of acting to fulfill plans.

Concept No. 20

Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives

1. The student should learn the similarities between jobs in a cluster of occupations.
2. The student should learn the value of maximizing alternatives within a cluster of occupations.
3. The student should learn the value of adaptability in a changing job market.

Concept No. 21

There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives

1. The student should become aware of desirable attitudes and behaviors.
2. The student should learn attitudes and behaviors which enhance success in present endeavors.
3. The student should learn to develop positive attitudes and behaviors conducive to success.

Concept No. 22

Job characteristics and individuals must be flexible in a changing society.

Objectives

1. The student should become aware of the flexible and inflexible aspects of jobs.
2. The student should learn the need for individual flexibility in a changing society.
3. The student should learn to relate individual needs for flexibility to realities of the work world.

Career Education Goal Statement Number 1

Individuals will have opportunities to develop an understanding and acceptance of themselves in relation to others and the environment.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically present to students learning activities which relate to Career Concepts Numbers 1, 2, and 3.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan	Teachers Counselors Administrators Media Specialists Career Committees Building Committee	As designated for each program activity in the program plan
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 1, 2, and 3. (See pages 29 & 31 for format to be followed in developing plan)	Department in-service including review of pilot programs, review of other district plans, etc. Writing workshops	Department Chairperson and members of the department Building Committee Steering Committee Pilot program staff	Department consensus-Steering Committee consensus-relative to adequacy of plan
Long Range Objective			
Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to individuals to develop an understanding and acceptance of themselves in relation to others and the environment	Department meetings Meetings of all committees	All professional staff	Verification that all applicable career education activities are operational

Career Education Goal Statement Number 2

Individuals will have opportunities to develop an understanding of the world of work and opportunities available to them.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically present to students learning activities which relate to Career Concepts Numbers 4, 5, 6, 7, 10, and 11.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan	Teachers Counselors Administrators Media Specialists Career Committees Building Committee	As designated for each program activity in the program plan
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 4, 5, 6, 7, 10, and 11. (See Pages 29 & 31 for format to be followed in developing plan)	Department in-service including review of pilot programs, review of other district plans, etc. Writing workshops	Department Chairperson and members of the department Building Committee Steering Committee Pilot program staff	Department consensus-Steering Committee consensus-relative to adequacy of plan

Long Range Objective

Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to individuals to develop an understanding of the world of work and opportunities available to them	Department meetings Meetings of all committees	All professional staff	Verification that all applicable career education activities are operational

Career Education Goal Statement Number 3

Individuals will have opportunities to develop career decision making and planning skills based on an understanding of themselves and the world of work.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically present to students learning activities which relate to Career Concepts Numbers 8, 9, 12, 14, 16, and 19.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan	Teachers Counselors Administrators Media Specialists Career Committees Building Committee	As designated for each program activity in the program plan
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 8, 9, 12, 14, 16, and 19. (See Pages 29 & 31 for format to be followed in developing plan)	Department in-service including review of pilot programs, review of other district plans, etc. Writing workshops	Department Chairperson and members of the department Building Committee Steering Committee Pilot program staff	Department consensus-Steering Committee consensus-relative to adequacy of plan
Long Range Objective			
Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to individuals to develop career decision making and planning skills based on an understanding of themselves and the world of work	Department meetings Meetings of all committees	All professional staff	Verification that all applicable career education activities are operational

Career Education Goal Statement Number 4

Individuals will have opportunities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
To systematically present to students learning activities which relate to Career Concepts Numbers 13, 15, 17, 18, 20, 21, and 22.	Implementation of instructional as well as guidance and counseling activities in accord with the applicable program plan	Teachers Counselors Administrators Media Specialists Career Committees Building Committee	As designated for each program activity in the program plan
To systematically develop for each department a career education program which will result in presenting to students activities related to Career Concepts Numbers 13, 15, 17, 18, 20, 21, and 22. (See Pages 29 & 31 for format to be followed in developing plan)	Department in-service including review of pilot programs, review of other district plans, etc. Writing workshops	Department Chairperson and members of the department Building Committee Steering Committee Pilot program staff	Department consensus- Steering Committee consensus-relative to adequacy of plan

Long Range Objective

Not later than September, 1980, all grade levels, departments, and the guidance and counseling program will provide systematic activities to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.	Department meetings Meetings of all committees	All professional staff	Verification that all applicable career education activities are operational

Career Education Goal Statement No. 5

The Lake Geneva Schools Career Education program will provide a supportive delivery system which will provide for the following:

-- Development of guidance and instructional program career education strategies for educators;

-- Development of career education expertise for those having defined leadership roles in career education;

-- Comprehensive access to methods, materials, and experiences of others in providing career education;

-- Coordination and articulation between agencies and organizations.

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
5.1 Process and update agenda related to guidance and instructional program strategies	Series of meetings as established by Steering Committee	Steering Committee Director of Pupil Services Director of Instruction Defined committees Teachers Counselors Media Specialists Community Advisory Representatives Vocational Coordinator	Processed to satisfaction of committee participants - yes-no or carryover item
5.2 Process and update agenda related to development of career education expertise among staff	Series of meetings as established by Steering Committee	Steering Committee Director of Pupil Services Director of Instruction Defined committees Teachers Counselors Media Specialists Community Advisory Representatives Vocational Coordinator	Processed to satisfaction of committee participants - yes-no or carryover item

Career Education Goal Statement No. 5, continued

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
5.3 Process and update agenda related to comprehensive access to career education resources (materials and personnel)	Series of meetings as established by Steering Committee	Steering Committee Director of Pupil Services Director of Instruction Defined committees Teachers Counselors Media Specialists Community Advisory Representatives Vocational Coordinator	Processed to satisfaction of committee participants - yes-no or carryover item
5.4 Process and update agenda related to coordination and articulation between agencies and organizations	Series of meetings as established by Steering Committee	Steering Committee Director of Pupil Services Director of Instruction Defined committees Teachers Counselors Media Specialists Community Advisory Representatives Vocational Coordinator	Processed to satisfaction of committee participants - yes-no or carryover item

THE CAREER EDUCATION DELIVERY SYSTEM

Realization of the career education goals will depend on the effectiveness of the delivery system. Because of its critical nature, the organizational structure and proposed delivery system are presented below.

I. MAJOR CAREER EDUCATION DELIVERY SYSTEM COMPONENTS

The major delivery system components are to be integrated in the guidance program and the instructional program.

A. Guidance and Counseling

1. Grades K-6 ... Career education will be incorporated within the context of the existing Developmental Guidance Program. Specific learning activities will be presented as the guidance counselor and teacher interact with the students.

2. Denison Junior High School

    a. Grade 7 ... A career education class will be conducted for Denison Junior High School seventh grade students. This class will be scheduled so that each student will attend one career class per week for one semester. (The classes will be offered the semester students are not participating in the adjustment to living program and are ordinarily scheduled for study hall)

    The guidance counselor will "team" with the WECEP teacher who will have a portion of his/her schedule allocated for implementation of this program.

    b. Grade 8 ... From November to January, the guidance counselor will meet with eighth grade students for a total of 10 sessions. The existing course outline will constitute the basis and direction of the program. Emphasis will be on exploration of interests, aptitude, etc. as related to course selection at Badger High School with subsequent implications related to career direction.

3. Badger High School

    a. All ninth grade students will have a six week career class in conjunction with the adjustment to living program.

    b. Tenth grade students will participate in a nine week program which will be the semester opposite to drivers education.

    c. Career seminars will be available to eleventh and twelfth grade students. These seminars will be offered each quarter for approximately 3-10 class hours.

CAREER EDUCATION DELIVERY SYSTEM

Each guidance counselor at Badger High School will be responsible for one-third of the career education classes. Additional resource personnel available for program implementation include the LVEC and career education teacher.

Completion of the career classes and seminars may be prerequisites to enrolling in certain programs such as work experience or work study. This will be determined by the school administration in consultation with the career education steering committee and appropriate departments.

A tentative outline of the career development activities for each program phase is included on the following page.

B. Instructional Program

1. Grades K-6

The instructional delivery system for career education grades K-6 will be to incorporate it within the context of the social studies program. Learning activities appropriate to both career education and social studies will be outlined in the social studies curriculum. Career education concepts are being incorporated at a time when the total elementary school social studies program is being revised and updated. Implementation of the program will commence in September, 1978.

2. Grades 7-12

The instructional delivery system for career education in grades 7-12 will be through the departmental structure. Career education departmental pilot programs have been developed in the foreign language department at Badger High School and the science department at Denison Junior High School. The foreign language career education plan will be implemented in September, 1978, and the science component at Denison Junior High School shortly thereafter.

Each department will be provided information relative to the career education plan, including all operational phases. Departments will be requested to develop a plan for their discipline which will incorporate career development concepts. It is anticipated that all departments will have completed the written plan and that the total career education program will be operational not later than September, 1980.

The procedures departments will use in developing their career education component are as follows:

a. Review career education plan including goals and objectives.

CAREER DEVELOPMENT ACTIVITIES

Taught by 3 counselors with career teacher and vocational coordinator used to supplement

9 6 weeks with adjustment to living study skills	10 9 weeks opposite drivers ed.	11 3-10 hour seminars per quarter	12 3-10 hour seminars per quarter
REG - 3 counselors	REG - 3 counselors	Elective	Elective
6 WEEKS	9 WEEKS	Career Seminars	Career Seminars
Self-Awareness	Career Awareness	10 Hours	Required for Work Experience
W O I S	W O I S	W O I S	W O I S
Interest	Employment Orientation	C P P	Job Placement Work Experience
Values	Competencies	Gateway	Coop - Ed.
Curriculum Guidance	(Occupational Info)	Interviewing	Refresher Course
Decision Making	Decision Making	Resumes	
Kuder, Strong, Other		Assertiveness Training	
Attitude	Attitude	Attitude	Attitude
Personal Qualities	Career Day	Work Experience	
Career Information	Career Information	Career Information	Career Information
Human Relations	Human Relations	Human Relations	Human Relations
	Employer-higher education expectations	Refresher Aspects	Refresher Aspects
	Getting, Holding, Advancing on a job		
	The next step after high school		
	Continuing education		

b. Participate in in-service program related to career education.

c. Identify existing department activities related to career education which should be continued or expanded.

d. Identify other appropriate activities by reviewing literature related to the specific discipline.

e. Categorize activities in 1 of 22 career concept classifications.

f. Develop additional activities to implement objectives and concepts not covered which the department feels should be included.

g. As each learning activity is identified, a statement will be made relative to the materials and resources needed to implement the activity.

h. Each learning activity will have a corresponding evaluation procedure.

i. The written plan will guide the actual implementation of career education activities.

j. The written plan will be modified as necessary based on the evaluation.

II. CAREER EDUCATION ORGANIZATIONAL STRUCTURE

Refer to attached organizational chart

The career education committees consist of the following:

A. Steering Committee

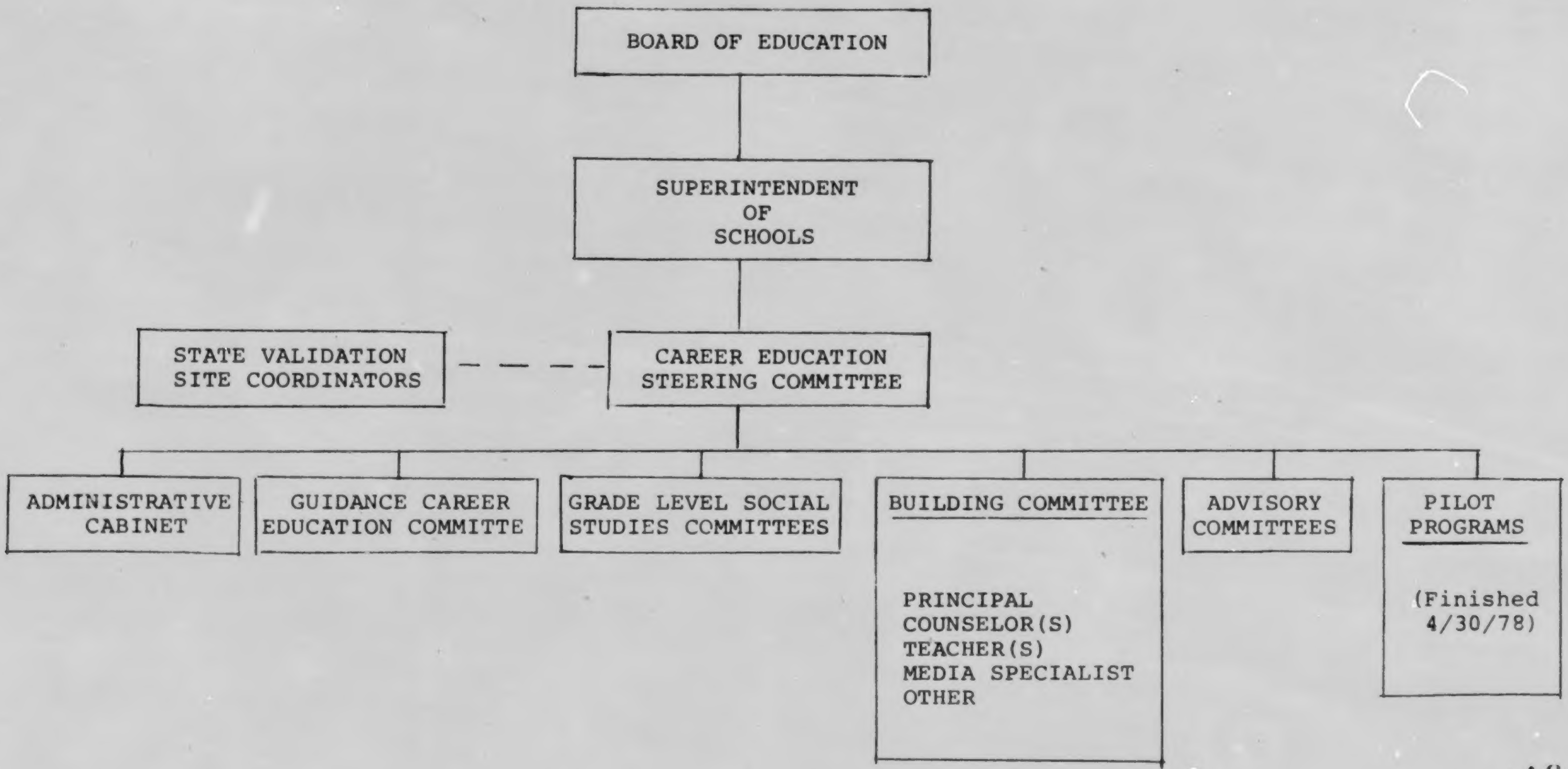
The Career Education Steering Committee is composed of Karl Reinke, Superintendent, Donald Anderson, Badger High School LVEC, Shirley Senarighi, Guidance Counselor, Tony Serpe, Director of Instruction, and Daniel J. O'Sullivan, Director of Pupil Services. Mr. Anderson and Mr. O'Sullivan are members of the state validation site coordinators committee. Members representing the community will be added to function in an advisory capacity to the committee.

The purpose of the steering committee is to coordinate the efforts of all system-wide and building committees as well as utilizing the suggestions of the state committee.

B. Building Committee

Implementation of the plan will be at the building level. This

CAREER EDUCATION ORGANIZATIONAL CHART - LAKE GENEVA SCHOOLS


BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
STATE VALIDATION SITE COORDINATORS
CAREER EDUCATION STEERING COMMITTEE
ADMINISTRATIVE CABINET
GUIDANCE CAREER EDUCATION COMMITTE
GRADE LEVEL SOCIAL STUDIES COMMITTEES
BUILDING COMMITTEE
PRINCIPAL
COUNSELOR(S)
TEACHER(S)
MEDIA SPECIALIST
OTHER
ADVISORY COMMITTEES
PILOT PROGRAMS
(Finished 4/30/78)

committee, under the direction of the principal, will constitute a resource to each school in the development and implementation of the career education program. As a minimum, it is suggested that the committee include the counselor(s), media specialist, and teacher(s) (consideration should be given to a staff person who is involved in pilot program activities). Others may be added as appropriate.

This committee utilizing the information, suggestions, and materials of the system-wide committees and state plan committee will help translate the plan into action.

C. Administrative Cabinet

The Administrative Cabinet consists of administrators in the school districts. Administrators will be informed of program development activities and contribute reactions and suggestions at regularly scheduled meetings.

D. Guidance Career Education Committee

The Guidance Career Education Committee is a subcommittee of the K-12 guidance and counseling committee. The responsibility of this committee will be to develop and implement the career education program as part of the guidance and counseling program.

E. Social Studies Grade Level Committees

These committees are presently engaged in development of career education at the K-6 level.

F. Advisory Committees

These committees will be requested to react to the plan providing input and suggestions for changes or additions.

G. Pilot Programs

These programs completed 4/30/78

III. IMPLEMENTING, MONITORING AND UPDATING THE CAREER EDUCATION PLAN

Our experience to date suggests that while general directions can be projected for career education development, continued modifications in the plan are necessary. The plan we have developed will give general direction to program development. An additional strategy to ensure flexibility will be use of "career education agenda items" by career education committees.

Initial agenda items will relate to the priorities identified through the needs assessment program. Some permanent agenda items will be included so that the primary thrust of the program will continually be monitored. As other items on the agenda are processed they will be replaced by lesser priority items which must be addressed and resolved as part of a comprehensive and renewing career education program.

The agendas will address issues which are of concern to the system, building, grade level or instructional discipline, and supportive service.

Processing of agenda items will include a provision for identifying the person(s) responsible for implementation, as well as timelines for completion.

The chairperson of each individual committee is responsible for establishing the agenda items, and communicating results of processed agenda items to members of the committee. The steering committee will receive copies of all agenda items and results.

The initial agenda item pool contains the following:

A. Agenda Item Pool

1. Development of guidance and instructional program career education strategies for educators.

    -- Use of agenda item strategy

    -- Consideration of

        Decision making skills;
        Higher education and employer expectations;
        Skills need to get, hold, and advance on a job;
        Development of positive self-concept;
        Preparation of students for the "next step" within school or after leaving public school.

    -- Consideration of career education content in text book selection

    -- Teacher resources needed to incorporate career education in the school curriculum

CAREER EDUCATION DELIVERY SYSTEM

- Field Trips
- Shadowing Experiences
- Use of occupational scans
- Systematic utilization of the WOIS system
- Youth in Government
- Cooperative Education Programs
- Career Days
- Involvement of transfer students in total career program
- Development of content in structured career education classes

Systematically apprise parents of career education programs and opportunities - possible resources including school system newsletter, building newsletters, Regional News, incorporate in student handbooks, WMIR interviews, Chamber of Commerce newsletter, etc.

2. Development of career education expertise among staff.

    - Administrative Cabinet In-service - May 15, 1978 to plan for system-wide and building in-service for the 1978-79 school year
    - Appointment of building committees by principal - May, 1978
    - WOIS In-service for all Badger High School staff at the beginning of the 1978-79 school year. WOIS staff consultant will make general presentation. Staff will meet in small groups with three counselors and career teacher for discussion and completion of the WOIS computer questionnaire. Each teacher will receive a printout of the results of responses
    - Development of department timelines for development of career education plan (summer workshops, etc.)

3. Comprehensive access to career education resources

    - System for cataloging, locating, and utilizing career education material
    - The role of the building media specialist
    - System coordination of media specialist for career education
    - ERIC system

4. Coordination and articulation between agencies and organizations

   - Add community representatives to steering committee - advisory capacity
   - Establish meetings with advisory groups for continuing dialogue
   - Establish the steering committee as fixed point of referral for career education suggestions and information for the community
   - Using community resources in integrated school career education program
   - Continue development of statements regarding roles and responsibilities

GUIDELINES FOR ELIMINATING ROLE STEREOTYPING IN CAREER EDUCATION AND MATERIALS

Stereotype is defined as an oversimplified generalization or fixed mental image of persons or groups which are created, maintained and reinforced by the repetition of one image or by failure to include a variety of images.

Role stereotyping is defined as the act of applying unfounded traits to an individual based solely upon that person's membership in a group.

Career education provides an excellent vehicle for reducing role stereotyping. Its self awareness and career awareness components can contribute much to helping children, youth, and adults positively relate their strengths and values to a broad range of occupational opportunities regardless of sex, ethnic background disadvantaged, or handicapped status.

The effects of stereotyping on learners, educators, and schools have been found to be extremely negative. Therefore, all career education activities and materials will be carefully planned and screened relative to possible stereotyping.

Resources determined to contain stereotyping content will be replaced as possible with educational materials not containing such stereotypes. Since it is obviously financially impossible to discard and replace all stereotyped content, an effective alternative will be to identify stereotyped materials for the students, emphasizing the good points presented and at the same time emphasizing the stereotyped aspects to increase awareness. For example, a discussion might be started with a statement such as, "Only men are shown in the pictures about what it is like to be an optometrist and the pronoun 'he' is used exclusively in the text. What does this tell us about the author's perceptions? It was written in 1965. What does this tell us about the work world and especially optometrists at that time? Is this the same way you see the world of work today?"

CAREER EDUCATION OPPORTUNITIES FOR SPECIAL POPULATIONS

It is the goal of the career education plan to meet the career education needs of ALL students INCLUDING those of special populations. These populations include, but are not limited to, gifted and talented, handicapped, disadvantaged, and minorities.

As the career education program is implemented ALL students will have appropriate career education opportunities available to them. Career education opportunities for special populations will be made available which are supplementary in nature when such activities are determined to be appropriate and necessary. Supplementary career education opportunities for special populations are not separate from the total career education effort but are an integral coordinated aspect of it.

Examples of existing supplementary career education opportunities for special populations include those being offered to WECEP students at Denison Junior High School and those available to economically disadvantaged Badger High School students through a CETA funded career education program.

OTHER CONSIDERATIONS

RESOURCES AND MATERIALS

Resources which are to be utilized in implementation of learning activities are identified for each specific component.

During the 1978-79 school year, the media specialist for each school building will develop a resource listing for teachers and counselors. The compilation of lists from each building will constitute the school system resources available. This list will be updated on an annual basis with new listings being added on a continuing basis.

THE RELATIONSHIP OF THE LOCAL PLAN FOR CAREER EDUCATION TO OTHER PLANS

The Lake Geneva schools subscribe to the Wisconsin "Goals for Elementary and Secondary Public Education". This plan as well as other local district plans have been developed in harmony with these goals.

The career education plan will be supplementary to other school district plans incorporating planned learning activities as appropriate.

SCHOOL BOARD ADOPTION OF THE LOCAL PLAN FOR CAREER EDUCATION

The Lake Geneva Schools plan for career education will be presented to the Boards of Education of School District of Lake Geneva (Badger High School) and School District of Lake Geneva, Joint District #1, at the regularly scheduled meetings in June. It is anticipated that the Boards of Education will take action relative to adoption of the proposed plan at the regularly scheduled board meetings in July, 1978.

PRINTING OF THE LAKE GENEVA PLAN FOR CAREER EDUCATION

The State Department of Public Instruction plans to print copies of local plans for each validation site for statewide dissemination. The Lake Geneva Schools will contract with the Department of Public Instruction to print an additional 300 copies of the plan which will be sufficient for planned local dissemination.

DISSEMINATION PLANS

The Lake Geneva Schools Career Education Plan and those of other validation sites will be disseminated in accord with the plan developed by the State Department of Public Instruction.

The local plan will be disseminated to the Boards of Education and the professional staff.

Copies of the plan will be sent to those agencies responding to the needs assessment questionnaire including Inter-Agency groups, the University of Wisconsin-Whitewater, Chamber of Commerce and interested representatives of local business and industry.

Copies of the plan will be made available to media reporting on activities in the Lake Geneva area.

Copies will be made available to interested parent organizations.

*BUDGET - 1978-79

PERSONNEL		5,500
Stipends for staff to develop department plans	4,500	
Substitutes	300	
Clerical - typing plans	700	
CONTRACT SERVICES		2,250
WOIS system fee	450	
Computer terminal and printer (pro-rated costs)	1,000	
Consultants - in-service fees and expenses	800	
EQUIPMENT		2,000
MATERIALS AND SUPPLIES		2,450
General career education resources	1,000	
Video tapes for in-service activities	200	
Resource and references for career education bibliography	750	
Printing	500	
CONFERENCES		800
Travel	300	
Expenses	500	
TOTAL		13,000

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* This budget is based on availability of state and federal funding of career education activities

APPENDIX A

HOW TO USE THE STATISTICAL INFORMATION OBTAINED FROM THE NEEDS ASSESSMENT

The basic format of the questionnaires used in the needs assessment was as follows:

No Need for the opportunity described, circle "1"
Undecided about the need for the opportunity described, circle "2"
Little Need for the opportunity described, circle "3"
Moderate Need for the opportunity described, circle "4"
High Need for the opportunity described, circle "5"

The median was determined for each item for each group responding to the questionnaires. (The median is a point at which 50% of the scores are above and 50% are below)

Appendices B, C, D, E, and F contain responses to what the respondents perceived as the career education needs of the students. Appendix B contains the responses of teachers, administrators, counselors, business and industry, inter-agency, counselor trainers and special education teachers. For example, the highest priority response for teachers was item number 3 on the questionnaire (median 4.67 and rank order number 1) . Refer to the Appendix B questionnaire - item number 3 to determine the content of the item. The second highest priority of teachers was item number 1 (median 4.69 and rank order number 2). Refer to the Appendix B questionnaire to determine the content of the questions. It is possible using the Appendix B questionnaire and Appendix B results to determine the priority of each respondent group, how the responses for one group compare to others, and how responses compare to the composite group. Appendix C provides questionnaire results for parents. Questions are listed from highest to lowest priority. The number in parentheses refers to the number of the item on the original questionnaire.

The format for grade 6 students (Appendix D), grades 8 and 10 students (Appendix E), and grade 12 students (Appendix F) follows the same format as Appendix C (Parents).

* *

The second section of the questionnaires dealt with perceived needs of the respondent populations, i.e., "What do I need to facilitate career education for students." Appendix G contains the questionnaire and results for administrators, teachers, counselors, special education teachers, and composite group. Administrators perceived item number 39 as being the most critical need while counselors identified item number 20 as the most critical etc.. Refer to the Appendix G questionnaire for the content of these and other items. It is possible using the Appendix G questionnaire and Appendix G results to determine the priority of each respondent group, how the responses for one group compare to others, and how responses compare to the composite group.

APPENDIX A, continued

Appendix H provides questionnaire results for parents. Questions are listed from highest to lowest priority. The number in parentheses refers to the number of the item on the original questionnaire.

The format for inter-agency (Appendix I), business and industry (Appendix J), and the Whitewater counselor trainers (Appendix K) follows the same format as Appendix H (parents).

APPENDIX B

QUESTIONNAIRE ITEMS 1-17

1. develop effective decision-making skills.

2. become aware of how they can apply their skills to related jobs rather than being limited to only one.

3. develop positive attitudes toward themselves, school and work.

4. relate what they learn to occupations.

5. develop an appreciation for the personal, social, and economic significance of work.

6. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.

7. become aware of the many occupational options open to them.

8. consider how their career choice may affect their lifestyle.

9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.

10. become aware of current and future trends in the job market.

11. develop an understanding and appreciation of our economic system.

12. become aware of expectations that employers and higher educational institutions will have of them.

13. develop a flexible career plan.

14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.

15. learn how to get, hold, and advance on a job.

16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.

17. secure employment if they choose to do so.

APPENDIX B - RESULTS OF APPENDIX B QUESTIONNAIRE

Priority Rank Order (1 - high 17 - low)	Teachers N=132		Administrators N=13		Counselors N=4		Business & Industry N=11		Inter-Agency N-20		Counselor Trainers N=6		Special Ed. Teachers (N=4)		Composite Group N=186	
	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.
1	3	4.76	3	4.85	7	5.00	3	4.94	1	4.88	1	5.00	3	4.83	3	4.84
2	1	4.69	1	4.69	12	5.00	12	4.79	3	4.83	3	4.90	7	4.75	1	4.76
3	12	4.50	11	4.67	13	5.00	14	4.79	14	4.73	8	4.75	1	4.75	14	4.74
4	5	4.32	12	4.67	14	5.00	1	4.67	15	4.39	14	4.75	12	4.25	12	4.59
5	14	4.29	9	4.50	17	5.00	4	4.50	12	4.38	15	4.75	2	4.00	15	4.45
6	15	4.24	10	4.50	1	4.83	5	4.50	16	4.38	2	4.67	4	4.00	5	4.37
7	7	4.19	14	4.50	3	4.83	7	4.50	2	4.35	6	4.50	6	4.00	16	4.36
8	2	4.16	5	4.42	8	4.75	15	4.50	4	4.33	12	4.50	14	4.00	2	4.33
9	4	4.12	16	4.33	10	4.75	10	4.30	5	4.32	16	4.50	13	3.75	6	4.30
10	6	4.11	2	4.31	15	4.75	11	4.25	9	4.30	17	4.50	16	3.75	7	4.24
11	16	4.11	6	4.31	16	4.75	6	4.25	6	4.28	7	4.25	8	3.50	10	4.24
12	11	4.08	17	4.25	2	4.50	8	4.21	7	4.23	13	4.25	9	3.25	17	4.21
13	10	4.04	4	4.22	5	4.50	16	4.17	13	4.20	10	4.17	10	3.25	8	4.19
14	17	4.02	7	4.21	6	4.50	17	4.13	8	4.17	4	4.00	15	3.25	13	4.19
15	8	3.98	15	4.21	4	4.00	2	4.00	17	4.17	5	4.00	5	3.00	4	4.17
16	13	3.90	13	4.17	9	4.00	9	4.00	11	4.10	9	3.90	11	3.00	11	4.09
17	9	3.62	8	4.17	11	4.00	13	4.00	10	4.05	11	3.50	17	----	9	4.00

In order to provide the summary table, "ties" are not broken. The composite group rank is based on the median of the item medians for teachers, administrators, counselors, business and industry, inter-agency, and counselor educators.

APPENDIX C

PARENTS

PI-Q-70

Priority Rank Order	Median	Statement (Item #)
1	4.69	help in developing skills that will aid in career planning (examples of skills are: information-gathering, decision-making, etc.) (11)
2	4.66	help in becoming aware of expectations that an employer or a higher educational institution will have of him/her. (12)
3	4.58	help in exploring her/his interests, skills, personal traits, personal needs, and personal values as an aid to career planning. (3)
4	4.57	information about how to get, hold, and advance on a job. (15)
5	4.55	information about current and future trends in the job market. (9)
6	4.50	help in learning about and exploring a wide variety of jobs. (7)
7.5	4.48	information about the wide variety of occupations in business, government, and industry in our community. (6)
7.5	4.48	opportunities to test his/her interests and skills through paid or unpaid, actual or simulated work experience. (10)
9	4.44	help in considering how a career choice may affect her/his lifestyle. (8)
10	4.42	preparation for a "next step" when leaving the public school, in either immediate employment or continuing education. (14)
11	4.31	information about how to qualify for entrance and how to succeed in post-secondary school. (16)
12	4.30	placement services upon exit from high school either in employment or further education. (17)
13	4.24	help in relating what he/she does in school to various occupations. (4)
14	4.21	help in formulating a flexible career plan. (13)
15	4.14	help in developing positive attitudes toward self, school, and work. (1)
16	4.04	help in learning to appreciate the personal, social, and economic significance of work. (2)
17	3.85	opportunities to go to work with me and/or visit other persons at their work to gain exposure to the world of work. (5)

GRADE 6 PI-Q-42

Priority Rank Order	Median	Statement (Item #)
1	4.66	to "try out" a particular job in which I am interested (16)
2	4.58	to know about many kinds of jobs so I can choose among them (5)
3	4.52	to know what kinds of jobs there will be in the future (11)
4	4.33	to learn about the many different jobs it takes to get my food, clothing, and shelter (12)
5	4.23	to learn how to make decisions and choices (18)
6	4.14	to learn how possible career choices will effect my personal life (14)
7	4.09	to match up my interests and abilities with possicle career choice areas (15)
8	4.07	to understand how my school subjects will be useful in the world outside of school (7)
9	4.04	to learn how different careers require different knowledge, abilities, and attitudes (8)
10	3.87	to use resources and find out more about myself and various careers. (Examples of resources are: books, counselors, field trips, films, filmstrips, etc.) (17)
11	3.86	to discover what is important to me (1)
12	3.85	to discover what activities I can do better than others (9)
13	3.72	to discover what activities I like and dislike (10)
14	3.62	to feel good about myself (3)
15	3.58	to learn how labor unions affect workers and their jobs (19)
16	3.57	to talk to workers about their careers, by visiting them at their place of work or having them speak to us at school (13)
17	3.48	to learn how to buy and sell things (4)
18	3.46	to feel good about the things I do (2)
19	2.96	to learn how labor unions affect workers and their jobs (6)

APPENDIX E

GRADES 8 - 10

PI-Q-63

Priority Rank Order	Median	Statement (Item #)
1	3.89	help in planning and preparing for a "next step" beyond high school in either employment or further education. (15)
2	3.83	help in finding a job while still in high school. (17)
3	3.82	information about education and training requirements and opportunities for the types of occupations in which I am interested. (13)
4	3.68	information about what jobs there are current and future trends in the job market. (11)
5.	3.62	help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life. (3)
6.	3.59	help in choosing school courses that will relate to my tentative choice of career fields. (9)
7.	3.51	information about how occupations I might choose would affect my lifestyle. (5)
3.	3.49	help in matching up my interests and abilities with possible career choice areas. (8)
9.	3.29	information about expectations employers or higher education institutions will have of me. (14)
10.	3.18	help in discovering if I am interested in working primarily with people, ideas, or things. (7)
11.	3.13	opportunities to become self-confident in the things I do and in working with other people. (2)
12.	3.12	help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview. (16)
13.	3.10	help in learning about the importance of preparing for a group of related jobs as well as for a specific job. (12)
14.	3.09	information about how to use available resources to find out about myself and possible career choices. (Examples of resources are: books, counselors, films/filmstrips, resource persons, etc.) (6)
15.	3.04	help in learning human relations skills to get along well with fellow workers, friends, and family members. (4)
16.	3.00	help in discovering what is important to me. (1)
17.	2.94	help in understanding the influences of labor, management, government, and society on work. (10)

APPENDIX F

GRADE 12

Pi-Q-64

Priority Rank Order	Median	Statement (Item #)
1	3.78	opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested. (14)
2	3.76	help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life. (3)
3	3.74	information about education and training requirements and opportunities for the types of occupations in which I am interested. (13)
4.5	3.67	help in matching up my interests and abilities with possible career choice areas. (8)
4.5	3.67	help in planning and preparing for a "next step" beyond high school, in either employment or further education. (16)
6	3.63	information about expectations employers or higher education institutions will have of me. (15)
7	3.60	information about current and future trends in the job market. (11)
8	3.51	information about how occupations I might choose would affect my lifestyle. (5)
9	3.45	help in choosing school courses that will relate to my chosen career field. (9)
10	3.23	help in understanding the influences of labor, management, government, and society on work. (10)
11	3.19	opportunities to become self-confident in the things I do and in working well with other people. (2)
12	3.11	help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview. (17)
13	3.09	information about how to use available resources to find out about myself and possible career choices. (Examples or resources are: books, counselors, films/filmstrips, resource persons, etc.) (6)
14	2.99	help in discovering if I am interested in working primarily with people, ideas or things. (7)
15	2.92	help in learning about the importance of preparing for a group of related jobs as well as for a specific job. (12)
16	2.85	help in discovering what my values are. (1)
17	2.65	help in finding a job while still in high school and/or upon exit from high school. (18)
18	2.63	help in learning human relations skills to get along well with fellow workers, friends and family members. (4)
19	2.38	information about post-secondary schools. (19)

APPENDIX G

QUESTIONNAIRE ITEMS 18-42

18. coordination of career education efforts within our school system.

19. a policy statement from the Board of Education supporting career education.

20. cooperation of teachers in integrating career education with the school curriculum.

21. adequate evalution systems for career education efforts.

22. assistance in identifying school and community resources for career education.

23. a system for cataloging, locating, and utilizing available career education resources.

24. planned conferences for administrators, teachers and counselors to share ideas and resources.

25. released time for teachers, administrators, and counselors to develop local career education materials

26. a local needs assessment for career education.

27. a local plan for career education.

28. communication and cooperation between school and community to facilitate career education.

29. inservice training for school staff concerning career education.

30. motivation to use career education strategies to improve guidance and instruction.

31. a program of "testing" as one way to help students identify their interests and abilities.

32. adequate communications between state agencies and local schools and communities.

33. adequate communications between teacher and counselor training institutions and local school district.

34. career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.

35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.

36. suggestions and examples showing application of career education strategies in each subject area.

37. opportunities for teachers of like grade level or discipline to share what they are doing in career education.

38. follow-up activities to see where our students are 1 and 5 years after graduation.

39. counselor support for career education efforts.

40. teacher support for career education efforts.

41. parent support for career education efforts.

42. community support for career education efforts.

APPENDIX G - RESULTS OF APPENDIX G QUESTIONNAIRE

Priority Rank Order (1 - high 25 - low)	Administrators N=13		Teachers N=132		Counselors N=4		Special Ed. Teachers (N=4)		Composite Group N=149	
	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.	Item #	Mdn.
1	39	4.85	41	4.33	20	5.00	27	3.83	40	4.78
2	18	4.78	42	4.26	18	4.83	21	3.50	27	4.78
3	20	4.78	34	4.21	27	4.83	22	3.50	42	4.78
4	40	4.78	28	4.07	40	4.83	23	3.50	18	4.78
5	42	4.78	40	4.02	41	4.83	26	3.50	20	4.78
6	27	4.78	23	4.01	42	4.83	28	3.50	41	4.69
7	41	4.69	38	4.00	28	4.50	32	3.50	34	4.50
8	36	4.64	39	3.93	34	4.50	34	3.50	39	4.50
9	21	4.58	22	3.92	37	4.50	37	3.50	37	4.50
10	19	4.57	36	3.81	39	4.50	38	3.50	28	4.42
11	29	4.57	37	3.77	19	4.00	41	3.50	23	4.01
12	34	4.57	18	3.76	21	4.00	42	3.50	21	4.00
13	35	4.57	20	3.75	25	4.00	30	3.17	38	4.00
14	37	4.57	27	3.74	29	4.00	18	3.00	29	4.00
15	38	4.57	25	3.69	22	3.83	20	3.00	19	4.00
16	23	4.43	29	3.63	23	3.83	29	3.00	22	3.92
17	28	4.42	21	3.60	35	3.83	31	3.00	36	3.83
18	22	4.42	24	3.60	36	3.83	33	3.00	35	3.83
19	24	4.40	30	3.60	24	3.50	36	3.00	25	3.69
20	30	4.08	32	3.53	26	3.50	35	2.83	24	3.60
21	33	4.00	31	3.52	30	3.50	19	2.75	30	3.60
22	32	3.83	33	3.45	31	3.50	24	2.50	32	3.53
23	31	3.80	35	3.39	32	3.50	25	2.50	31	3.52
24	25	3.63	19	3.21	38	3.50	39	2.50	26	3.50
25	26	3.63	26	3.21	33	3.00	40	2.50	33	3.45

In order to provide the summary table, "ties" are not broken. The composite group rank is based on the median of the item medians for administrators, teachers, and counselors.

APPENDIX H

PARENTS

PI-Q-70

Priority Rank Order	Median	Statement (Item #)
1	4.36	opportunities to become familiar with career education resources materials available in my community and suggestions on how to use them. (22)
2.5	4.31	information about school and community career education efforts. (18)
2.5	4.31	opportunities to become familiar with our school system's career education guide. (21)
4	4.26	suggestions for how I can help my child develop skills in career planning. (Examples of skills are information gathering, decision-making, etc.) (25)
5	4.09	suggestions and examples of how I can provide career education in the home. (24)
6	4.03	information about home family projects that we can do to expand my child's self-awareness and career awareness. (20)
7	3.96	information about how I, as a parent, can foster a good self-concept in my child. (19)
8	3.74	opportunities to learn what other parents are doing in career education for their children. (23)

APPENDIX I

INTERAGENCY

Form A

1	4.00	Identification of roles and responsibilities among the many agencies contributing to career education. (26)
2	3.94	Liaison person between the schools and our agency so there is a contact for sharing information. (28)
3	3.89	Indications from the schools and communities concerning what is needed in career education and how our agency can help provide it. (25)
4	3.65	A fresh mind set as to how our agency's various segments can be involved in delivering career education and how our agency can help provide it. (24)
5	3.42	Exploration of pertinent and supportive relationships with other agencies and institutions in career education efforts. (22)
6	3.29	A position statement concerning our agency and its role in career education. (23)
7	3.14	Clarification of "Career Education". Just what is it? (21)
8	3.08	Budget which leads to staff and resources. (27)

APPENDIX J

BUSINESS AND INDUSTRY

Form D

Priority Rank Order	Median	Statement (Item #)
1	4.67	Lines of communication between the school and various segments of the local community. (29)
2	4.50	Identification of roles and responsibilities of the many groups contributing to career education. (26)
3	4.30	Coordination with other organizations. (30)
4.5	4.00	Indications from school staff concerning what they want, when they want it, and at what level. (25)
4.5	4.00	Teacher and counselor feedback about usefulness of materials. (28)
6	3.93	A fresh mind set as to how our group's various segments can be involved in delivering career education to persons of all ages. (24)
7	3.90	A position statement concerning our group and its role in career education. (23)
8	3.79	Exploration of pertinent and supportive relationships with other groups in career education efforts. (22)
9.5	3.50	Clarification of "Career Education". Just what is it? (21)
9.5	3.50	Consultative help in the development and preparation of materials. (27)
11	3.00	Statewide public relations efforts. (31)

APPENDIX K

WHITEWATER COUNSELOR EDUCATORS

Form B

Priority Rank Order	Median	Statement (Item #)
1	5.00	Integration of career education with college and university curriculum (other than teacher and counselor preparation programs). (31)
3.5	4.75	Indications from school staff concerning what they want, when they want it and at what level. (25)
3.5	4.75	Identification of roles and responsibilities among the many groups contributing to career education. (26)
3.5	4.75	School staff feedback about usefulness of materials and assistance that you provide. (29)
3.5	4.75	A model for integrating career education with the preservice training of teachers and counselors. (30)
6	4.25	Lines of communication between your institution and local school districts. (21)
7	4.17	A position statement from your (department) (institution) concerning its role in career education. (23)
8.5	4.10	A liaison person between schools and our institutions so there is a contact for sharing information and ideas. (28)
8.5	4.10	Exploration of pertinent and supportive relationships with the other institutions, agencies, and organizations in career education efforts. (22)
10.5	4.00	A fresh mind set as to how our institution can be involved in delivering career education to persons of all ages. (24)
10.5	4.00	Consultative help from practitioners in the field for the development and preparation of career education materials. (27)

APPENDIX L

CAREER EDUCATION

K-6 INSTRUCTIONAL COMPONENTS

The following professional staff of the Lake Geneva Schools developed the K-6 instructional program component of the Lake Geneva Schools Career Education Plan:

Mrs. Colleen Petranek, Teacher
Mrs. Gloria Parsons, Teacher
Mrs. Sharon Dexter, Teacher
Mrs. Dorris Baker, Teacher
Mrs. Nancy Page, Teacher
Mrs. Phyllis Friedrich, Teacher
Mr. Hollis Herbison, Principal
Mr. Tony Serpe, Director of Instruction

In addition, appreciation is extended to all K-6 teaching and administrative staff for providing input in preparing this section of the plan.

Kindergarten

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources
1. Getting to Know You - Make personalized paper plate puppets. Hair and eyes match hair and eyes of pupils. Print name, age, favorite color, height and weight on individual picture papers. Use mirror for observation.	1. Books - Your Face is a Picture, by Rosenberg Will I Have a Friend, by Cohen Songs - Everyone Makes Mistakes - Sesame Street Hokey Pokey
2. Make class Who's Who - Children paint self portraits.	2. Filmstrip B.F.A.Ed. Media Unit 2 - Filmstrip #2 What's Alike, What's Different - Inter-School Library Loan
3. Magic Circle - Small group discussion with group meeting daily with a group leader.	3. Teacher's Manual
4. Who is This? - Record child's voice in group activity and have him identify his own voice. Record individual child's voice and have group identify each child.	
5. Then and Now - Bring photographs of child at age of 2 years or younger. Make a mystery bulletin board and have students try to identify pictures of classmates. Follow by matching picture of child at kindergarten age. Discuss things that have changed and things that have remained the same. (i.e., size has changed, eye color has not)	5. Book and Record - Free to be You and Me - Marlo Thomas

Kindergarten

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:

1. Construct a Shopping Center - Children take the part of consumer and producer. Children understand interdependence among all community members, Toys represent the tools and vehicles associated with services provide the child with opportunities for exploring and understanding his community.
2. Make a Class Wishbook - Ask each child to bring a picture of something he wishes he could have. Bring a wishbone to school for discussion.
3. Children Make Large Individual Chart Stories - All About Me. Each child uses pictures and/or words to tell about things special to him, such as favorite colors, foods, play activity, TV programs, etc..
4. Dramatize Two Game Situations - one in which the children are playing fair and one the opposite. Discussion to discover which situation is better and why.

Resources

1. Local businesses, parents or adult friends who are able to come to school and describe occupations related to this unit.
   Picture-story study prints - Supermarket helpers. Inter-school Library Loan - Filmstrips
   Parents work - Set 1
   "My Dad Works in a Supermarket"
   Parents work - set 2
   "My Dad Works in a Shoe Store"
   "My Mother Works in a Drug Store"
2. Books: Ugly Duckling, Big Sister and Little Sister
   Book, record, and filmstrip - The Little Engine That Could
   Record and book - Ugly Duckling
3. a. "I Like Me" song from Imagination and Me record.
   Inter-school Library Loan
   b. B.F.A. Educational Media - Unit 7
   "The Problems of My World"
   Filmstrip #1
   "Color Me Different" - Inter-school Library Loan
   c. Friendship Circle Stories for Affective Education
   Episode No. 1 - "Helping Each Other" - Episode No. 2 - "Meeting New Friends - Episode No. 3 - "The New Apple"
   Inter-school Library Loan

Kindergarten

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:

1. Meet a Member of My Family - Children invite adult member of family to visit school and tell about occupations.
2. Plan a Field Trip to Observe People at Work - Have class identify ways workers demonstrate dignity and worth. Example: Fire Station.
   Pride in appearance of equipment.
   Pride in appearance of station.
   Satisfaction in service they perform
   Responsibility for self and fellow workers.
3. Learn Songs About Work
   a) This is the Way My (Father, Mother, other) Works - to the tune of Mulberry Bush
   b) "I want to be a ______________" to the tune of I Want to be an Oscar Mayer Wiener.
   Insert desired occupation
4. Draw Around Children to Make Life Size Figures - Children color in clothing to show what they would like to be when they grow up.
5. Hobby Time - Children bring collections, hobbies, favorite things, to school. Make displays and take turns telling about their individual collections.

Resources

2. Songs - "I've Been Working on the Railroad", "Mr. Postman"
   "Whistle While You Work",
   "Stop, Look and Listen"
   "Here We Go Round the Mulberry Bush"

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:

1. Group Discussion - Find out how cooperation and responsibility help our classroom and our school. Include room tasks.
2. Group Discussion - How do school helpers who are not in the building contribute to our daily routine?
3. Dramatize Songs Related to Work Activities - Compare old and new methods of work.
4. Construct a Classroom Shopping Center - Use clay to make items as needed to stock stores. Classroom equipment can be used in toy store, book store, etc... Make and label coins to be used in buying and selling. Make simple charts to record sales and supplies.
5. Identify What Each Member of the Family does Through Role Playing. Discuss what they do.

Resources

1. Invite guest speakers who help us to explain what they do and how it affects the room and the building, e.g., principal, secretary, safety patrols, custodian
2. Milkman, bus driver, mailman, who bring things or people to school can explain service they provide and training required
3. Make a classroom display showing old-fashioned equipment and modern appliances, e.g., irons, egg-beaters, curling irons, hair blowers, hand drill, electric drill, lanterns, flashlights.

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities: | Resources

1. Have Children cut out or draw illustrations of as many occupations as it is possible to find. Mount these on a large chart so they can be removed for reclassification.
2. Puppets - Have children make community worker puppets. Dramatize workers in action or interview puppets to find out what they do.
3. Plan field trips to an apple orchard, hospital, factory, garage, etc.. Discover the various skills and equipment needed in operation of each. Discuss how effective operation helps us and how one service provides for the needs of another.
4. Play Matching Games - Match hats to various occupations. Match tools, equipment, transportation or products with workers.

Kindergarten

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities: Resources

1. Group Discussions - Service occupations such as firemen, police, janitor. Invite guest speakers.
2. Group Discussions - Health occupations such as dentist, nurse doctor, lab technician. Invite guest speakers. Visit professional office.
3. Group Discussions - Tasks performed by electricians, plumbers, TV repairmen, telephone company, builders, etc.
   a. Make tin can telephones
   b. Use telephone company educational equipment to practice dialing and talking on a telephone
   c. Make telephone directories using an index of names in alphabetical order (last names first). Draw self-portraits and print full name and telephone number below portrait. Include special rules for telephone courtesy and family emergency numbers.
4. Make a life-size TV set in the classroom. Plan TV programs using producer, sound effects, advertiser, and performers. Present various TV programs to classmates and other rooms. Make simple TV guides for visitors. Select an appropriate real TV program and have a TV review presented the following day by students appointed to observe the program. Make a television tape to be shown on Mother's Day. Use both life-size TV set programs and real video TV tape of class activities for viewing by mothers.

Concept No. 7 - Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings work can have personally.

Learning activities:	Resources
1. Discuss feelings about different tasks some people enjoy - some dislike, (e.g. learning to tie shoes, learning to print name). Discuss how feelings change toward task once it was mastered.	
2. Identify Different Occupations From Peabody Kit People Cards - Discuss who would and would not like this job. Discuss good and bad points of each occupation.	2. Peabody Kit - Inter-School Library Loan
3. Compare Hobbies and Work - Discuss how hobbies and work are interchangeable in certain things. List occupations that some people do for fun and others do for a living such as fishermen, painters, dressmakers, builders, cooks, bakers.	3. Invite grandparents or elderly residents to discuss and demonstrate past-times (e.g. building bird houses, knitting, baking). Invite carpenters, bakers, or commercial artists to visit or plan field trips to work areas to learn why painting is a hobby for some and an income-earning occupation for others, why baking is also a job or hobby depending on who is doing it.
4. Discuss: Classroom Jobs 1. Why do we divide the work? 2. Why do you like to help? 3. Why do we take turns?	
5. Play a Pantomime Game - Have children act out various occupations. Children observe and then identify occupation correctly. If necessary, clues can be given by children in the following manner: Do you work in an office? yes - no	

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:	Resources
1. Discussion - How did your family prepare you for school? (e.g. meals, dressing, etc.)	1. Record - "After School Favorites" Book - Sylvester and the Magic Pebble
2. Make class story listing ways of being friendly and what makes people like us. Example: talking, taking turns, sharing.	
3. Plan a Class Meeting - Discuss the importance of honesty, courtesy, respectfulness, punctuality.	
4. List Reasons Why We Go To School - Make a check-list and keep a record of things we'd like to learn. Check each item as the group learns the required task (e.g., identifies colors, prints name, counts correctly, etc.)	4. Invite second or third grade friends to tell the class what he/she has learned to do since leaving kindergarten.
5. Introduction to the Working World - Children invite brothers, sisters, or friends of high school age to visit class. Guest speaker will explain how his/her first paying job was obtained, how he/she felt the first time he/she reported for work. Guest will also tell us things he/she needed to know to get employment (e.g., how to read, how to count and add, etc.) Guest speaker will explain how he/she decides how money earned should be handled (e.g., savings, expenses, recreation, etc.)	

1

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources
1. Friendship Circle: "The New Apple"	1. Filmstrip, Cassette, Teacher's Guide; Inter-School Library Loan
2. Make a family tree including immediate family and grandparents.	
3. Make a family album.	
4. Take a random sample of the number of people in a family; the color of eyes, hair color, etc..	
5. Bulletin Board: "Special Person of the Week"	
6. Student can tell about a story picture emphasizing feelings that arise as a result of classroom activities. Examples: jealousy, envy, honesty, acceptance, rejection, success.	
7. Magic Circle	7. Teacher's Manual

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities: **Resources**

1. Group and re-group the children according to physical characteristics. Have children move to specified areas in the room according to the following classifications: boys and girls, short and tall, hair color, eye color, slacks and dresses.
2. Draw self-portraits. Exchange pictures among the children and have each child try to identify the picture he has been given.
3. Send a letter to the parents requesting a baby picture of their child. Ask them to write the name of their child on the back and seal the picture in an envelope. Put the pictures on a bulletin board for the children to identify.
4. Have children observe themselves in mirrors and discover how they differ.
5. Introduce the terms: interests, abilities, attitudes, values.
6. Give child freedom to choose one of several gym activities. Follow-up free choice gym period with discussion of why certain activities were chosen by individuals.

1

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources
1. View TV Program "All About You"	1. Sewist Manual
2. Ask children to bring in pictures illustrating people with different kinds of talents or skills. Make a bulletin board titled "Different People Do Different Things Well".	
3. Discuss, draw, and write chart stories on the specific jobs in the home that could be done by each member of the family. Why does each person perform the job he/she is assigned and not a different one?	3. Study prints: "A Family at Work and Play". Inter-School Library Loan
4. Role Playing - use everyday courteous behavior. Examples: a) at drinking fountain, b) courtesy - songs, records and games.	4. SVE - Adventures of the Lollipop Dragon Series. Inter-School Library Loan
5. Show and tell time for special interests and accomplishments. Examples: dance, instruments, hobbies, etc.	
6. Read the book "The Little Engine That Could"	
7. Read the book "Crowboy"	

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:	Resources
1. Discuss father's or mother's work outside the home. Draw pictures.	
2. View "Parents Work" - Set I and II.	2. Filmstrips - Inter-School Library Loan
3. Discuss the workers who come to our home and how their job affects me. Example: TV repairman, electrician, postman, plumber, milkman.	3. SVE Community Helper Series - Inter-School Library Loan
4. Discuss how city people depend on farm people and farm people depend on city people.	

1

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources
1. Show pictures of a house. Make a list of all the workers needed to build a house.	
2. Have pupils name the workers in the school or community and list on the chalkboard. Discuss why there are so many different workers.	
3. Visit a dairy farm. Discuss the workers on a farm and what kinds of people work together to get milk to us.	
4. View Filmstrip "Airport Service". Discuss the various workers at an airport and their jobs.	4. Filmstrip "Airport Service" - Inter-School Library Loan
5. View Filmstrip "Community Helpers".	5. Filmstrip "Community Helpers" - Inter-School Library Loan
6. View and discuss study prints "Community Helpers".	6. Study prints - Inter-School Library Loan
7. View and discuss the "World of Workers" from the filmstrip series Lollipop Dragon.	7. Lollipop Dragon - Inter-School Library Loan

1

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities:	Resources
1. Classify parents' occupations.	

1

Concept No. 7 - Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings work can have personally.

Learning activities: | Resources

1. Use a student "Helper Chart" to divide classroom jobs: milk, attendance slip, errands, line leader, etc..
2. Role Playing - Have someone get up and act out work being done by some member of an occupation. See who can guess the worker and the job.
3. Discuss how parents are paid for their work with checks or cash. Discuss items they buy with the money.
4. Have children discuss activities which they do for fun and which is work. Also bring in activities that adults do for fun and to earn a living. Examples: playing ball, cleaning, cooking, TV.
5. Discuss why people work. Reasons given might be: to earn a living, to help others, to make a better life for your family, for recreation.

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:	Resources
1. Have the children explain what their parents had to learn before they could do their jobs.	
2. Interview school personnel in regard to educational preparation for jobs.	
3. Invite a person from the community to discuss the requirements for his occupation.	
4. Have the children make a bulletin board display with categories entitled "People Who Help Us Learn"; "Machines That Help Us Learn"; "Materials That Help Us Learn".	

2

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources
1. Hold a discussion of who the child is in relation to his family, school situation, and peer group.	
2. Develop booklets around the above topics.	
3. Conduct daily Magic Circle sessions.	3. Level 2 M.C. Manual - Human Development Program
4. Keep a diary which child writes in daily and which is shared with teacher and others only when he wants to do so.	
5. Make collages pertaining to: a) my favorite things b) what I'd like to be c) things that make me sad	
6. See film "Evan's Corner" - Draw a picture to show how you would up your own corner.	6. BAVI - Experiences in Language Grade 2 - p. 131, 132
7. See filmstrip "A Place In The Family" from Two Sides to Every Story series.	7. Inter-School Library Loan
8. See filmstrip "About Helping Your Family?" from What Do You Think series.	8. Inter-School Library Loan
9. See and discuss study prints "My Family" from Value series	9. Inter-School Library Loan
10. Learn the song "Everyone Makes Mistakes"	10. Sesame Street Song Book

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources
1. Conduct daily Magic Circle sessions.	1. Manual from Human Development Program
2. Discussion of various teachers and volunteers available in the school and their function and purpose and why different children work with different adults.	
3. Students demonstrate a skill or special interest. ("Student of the Week") i.e., a craft, gymnastics, playing an instrument.	
4. Hobby Week - Students bring, display, demonstrate and tell about their hobby.	
5. Prepare a bulletin board which displays child's accomplishments.	
6. Discuss the study prints "My Class" from Value series.	6. Inter-School Library Loan
7. View weekly TV program "Two Cents Worth"	7. Sewist Manual

2

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:

1. Conduct daily Magic Circle sessions.
2. View filmstrips from "Free to Be You and Me" and discuss.
3. Keep personal growth chart beginning in September and following through all year. Include such things as: birthdate, finger-prints, foot-prints, weight, height.
4. Give children lists of activities and have children rank them in the order they like to do them. Compare lists and discuss how they are alike or different and whether it's OK.
5. Room responsibilites - when initially assigning jobs take time to discuss why some jobs are liked, disliked. What feelings you experience when doing certain jobs. What responsibilities come with jobs. Discuss home jobs. Have children make pictures showing home responsibilities - those they like and dislike. Discuss why people work.
6. Invite community workers to come to school and explain jobs, pride and satisfaction with jobs.
7. Take field trips to observe people at work.

Resources

1. M.C. Manual from Human Development Program
2. "Free to Be You and Me Resource Kit" - Inter-School Library Loan

2, continued

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources
8. See and discuss filmstrip "Taking Care of Myself" from Involvement Series.	8. Inter-School Library Loan
9. See and discuss filmstrip "Using My Imagination" from Involvement Series.	9. Inter-School Library Loan

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:	Resources
1. Have children interview their parents about their occupations. Make a bulletin board of the child's pictures of his parents' occupation. List ways in which "my mother's work helps the community". List ways in which "my father's work helps the community".	
2. Discuss ways in which the community affects the family.	
3. Develop units on clothing, transportation, food, and communications.	3. Your Neighborhood and the World - Ginn Publishers
4. List social needs (fire and police protection, etc.) and discuss ways in which these needs have necessitated jobs.	
5. View filmstrip "Why Do People Work?"	5. Inter-School Library Loan
6. Field trip to Milwaukee Public Museum to compare old and new occupations.	
7. Use SVE study prints to motivate discussion. Community Helpers: Dairy Helpers, Fire Department, Hospital Helpers, Keeping the City Clean, Police Department, Postal Department, Supermarket Helpers.	7. Inter-School Library Loan
8. View and discuss filmstrips Parents Work, Set I and II, People at Work, Who Helps Us.	8. Inter-School Library Loan
9. View Set I - Jelly Bean series 6 filmstrips, 6 cassettes and guide.	9. Inter-School Library Loan

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources
1. Read books and view filmstrips about occupations.	1. Individual School Card Catalog - Lake Geneva Public Library Inter-School Library Loan
2. Make collage of illustrations of occupations.	
3. Choose a cluster group and list occupations that relate to it. (Health: nurse, doctor, druggist, etc.)	
4. List occupations which exist in this area.	
5. Make bulletin board with occupations related to one cluster group.	
6. List industries which exist in this area and the kinds of jobs these industries offer.	

2

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities:	Resources
1. List the occupations represented by parents of children in the classroom, then classify according to the 15 occupational clusters.	
2. View entire filmstrip series Airport Service and classify the jobs in the air industry by services performed.	2. Inter-School Library Loan
3. Visit an area resort for purpose of viewing occupations involved.	

Concept No. 7 - Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings work can have personally.

Learning activities:

Resources

1. Discuss activities which children do for fun and those which are work. Discuss and list reasons why children work.
2. Discuss activities which adults do for fun and those which are work. Discuss and list reasons why adults work.
3. Have a hobby show with children and adults demonstrating hobbies. Show how hobbies lead to occupations.
4. Children make three faces - one happy, one sad, one noncomittal. Teacher shows picture of an occupation, or mentions an activity and children hold up face to show his feeling about that occupation. Discuss how pleasure for one person is a job for another.

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:

1. Have children interview their parents as to what they had to learn or how they prepared for their jobs.
2. Read books or stories that bring out the various types of preparation for work.
3. Have children tell what they would like to be when they grow up. Ask them to find out what they would have to do in order to prepare for that job. They may interview parents or other adults or use library resources.

Resources

3

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources
1. "Inside Out"	1. TV Program
2. "Spotlight" bulletin board - one child per week assigned board - puts posters, pictures, own drawings, etc. up. Section "Good Things People Say" - others write good things only, on 3 x 5 cards.	
3. Use of "learning center" (various topics, as worked up by teacher) to reach objective no. 3 - individual responsibility.	
4. Group Discussions - "Magic Circle"	4. "Magic Circle" T.G.
5. Health and Growth - section on different heights, etc.	5. Health Text - Health and Growth - Scott Foresman
6. Individual attention as normally given at odd moments as opportunity arises.	
7. Bust of child on large paper. Fill in with words cut out of newspapers and magazines to tell about self. (Example: "Sports", "Love", etc.)	
8. Spell name down. For each letter in name, have a word that tells about self. (Example: Silly, Adorable, Loving - for Sal)	
9. Portrait montage of interests.	

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.

2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.

3. The student will recognize individual responsibility for self-direction.

Learning Activities: Resources

10. "Mural of Me" - Children trace each other and write story of self at beginning of year.

11. Have students make chart of people they like and list things they like about them. The students then identify attributes from the list which they have in common with each person.

12. Have the student write an autobiography. Possible chapters:
    1. My Family
    2. My Friends
    3. My Pets
    4. My Early School Years
    5. My Hopes for this Year
    6. My Plans for the Future

13. Children draw picture and write a caption telling what makes them feel they are a success.

14. "My Time" - Set aside specific time for students to think about their behavior in past week, then write something he has discovered about self.

15. After individualized activity time, have students evaluate selves (what accomplished? pleased with own efforts?)

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources
16. Each student develop a project relating to his family heritage. (Example: food, dress, skills, crafts, music, dance, etc.)	
17. Chart of a) Ways our parents show they care about us, b) Ways we show our parents we care about them, c) Things we do because we care about ourselves.	

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources
1. "Inside Out" (as Concept No. 1 - 1)	1. TV Program
2. Movies on children of other lands - discuss	
3. Attitudes - "What is your favorite kind of ice cream?" - write/draw "Who is Right?" - discuss variety of choices.	
4. Interests - "What is your favorite game, or way to pass time?" write/draw/discuss	
5. Abilities - Before activity, children predict who will do best. Measure ability to toss objects into a container.	
6. Unit 3 of first semester text - "Our Changing City". Visitations and discussion concerning Fire Department, City Hall, Police Department, City Planning Commission, community volunteers, Lake Area Environmental Control.	6. Your Towns and Cities
7. Generally in second semester test - accepting differences; environment controls what you have/are; have the choice to change environment by moving (or via scientific advance).	7. At Home Around the World
8. "Magic Circle" (as Concept No. 1 -4)	
9. "Spotlight" Board (as Concept No. 1 - 2)	

3, continued

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:

Resources

10. "Day With Hobbies" - Have students share their hobbies in class for a day.

11. Invite resource people to discuss and share hobbies, handicarafts, collections, and club activities.

3

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

	Learning Activities:	Resources
1.	"Magic Circle" (as Concept No. 1 - 4)	
2.	"Inside Out" (as Concept No. 1 - 1)	
3.	Unit 5 of first semester text - sections on ethnic groups contributing to growth of the city.	3. Your Towns and Cities
4.	Use of room helpers	
5.	Generally in second semester text - each country's occupations are discussed, and when possible are tried. (Example: weaving, pottery making)	5. At Home Around the World
6.	Children make or do something that can be shown to others.	
7.	"Spotlight" Board (as Concept No. 1 - 2)	
8.	Two-part activity: a) List valuable things, b) Compare a person to the valuable things listed. Which is more valuable - the person or the things?	
9.	"Dimes and Dollars" - Filmstrip and tape on earning their own money.	9. Filmstrip/tape Inter-School Library Loan
10.	Practical aspect for age level - discuss/list jobs children can do to earn money. (Example: lawn, errands, cleaning, etc.)	
11.	Work on family tree (to grandparents, or further back if possible). Might add occupations, special interests, if known.	

3, continued

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities: | Resources

12. Discuss the meaning of the Golden Rule. Have the students illustrate their understanding of it.

13. Have pairs of children act out our disagreement in role playing. One group disagrees rudely and inconsiderately. The other group disagrees courteously and calmly. Discuss which attitudes are most effective.

14. Resource people to represent various life-styles and discuss how their occupation affects their life-style: a) night worker, b) clergymen from various religions, c) member of medical profession , d) agri-businessmen, e) senior citizen, f) local elected official.

15. Have students learn songs and dances from other cultures.

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:	Resources
1. Unit 5 of first semester text - settlers (as Concept No. 3 - 3)	1. Your Towns and Cities
2. Unit 3 of first semester text (as Concept No. 2 - 6) - add trip/discussion of grocery store.	2. Your Towns and Cities
3. "Resource Speaker" - if relative of a student is a trucker, perhaps he can come in to discuss trucking industry.	
4. Unit 5 of first semester text (Concept No. 3 - 3) and in our community study. People live and work the way they do because of their environment.	4. Your Towns and Cities
5. List occupations of parents.	
6. Use "Yellow Pages" of phone book - list industries within area - discuss reasons for industry.	
7. Students imagine a situation where a new occupation might be created. (Example: The world is covered with slime, and it is no longer possible to walk or use a car out-of-doors because of the slimy surface.)	
8. "Career Auction" - Auction off various careers. Children have play money - look over list of occupations and decide which job they would like to spend their money on. Discuss reasons for choices at end.	

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

	Learning activities:		Resources
9.	To relate the social need of tourism in Lake Geneva and occupations related and necessary to the town's function for natives and tourists. Design posters to illustrate why people should visit the area.	9.	Chamber of Commerce Local Historians Older printed materials
10.	Discuss and design local parks.		
11.	"Playing a Role" - p. 166-167 - role playing for space age shoe salesman, etc.	11.	Adventures in English
12.	Generally in second semester text - different occupations in various environments.	12.	At Home Around the World

3

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources
1. Use "Yellow Pages" of phone book to list occupations in area. Contest? Who finds most? (to use in Concept No. 6)	
2. Family tree (as Concept No. 3 - 11) listing.	
3. Want Ads - Children bring in lists of occupations from want ads. (to be used in Concept No. 6)	
4. Discuss what occupations open now that weren't around 100+ years ago.	
5. Discuss what occupations are gone now that were around 100+ years ago. (Example: blacksmith)	
6. Questionnaire sent home asking families a) why they moved to (or stayed in) Lake Geneva; and b) why ancestors came to America, and from what country.	
7. "Career Auction" (as Concept No. 4 - 8)	
8. Using texts - Each time a new occupation is mentioned, add it to a growing wall-chart list of occupations.	8. *At Home Around the World* and *Your Towns and Cities*
9. View and Discuss study prints on *Community Helpers* - a) Supermarket, b) Police Department, c) Fire Department, d) Dairy, e) Postal, f) Hospital.	9. Study Prints series *Community Helpers*

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources
10. View and Discuss *People at Work* Filmstrip/tape series, Set 1 a) Community Services, b) Construction, c) in Neighborhood, d) in Food and Clothing. Set 2 - a) Sports and Entertainment, b) in Offices and Factories, c) in Transportation, c) in Communication	10. Filmstrip/tape series *People at Work*, from Learning Resources Co.

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities:	Resources
1. Use lists from Want Ads (Concept No. 5 - 3). Classify as to a) factory; b) office; c) home-based.	
2. Use lists from Yellow Pages (Concept No. 5 - 1). Classify as to a) machinery/hand; b) tools used; c) purpose (industry/service).	
3. Collages of industry/services.	
4. Unit 4 of first semester text - section on building roads, etc.	4. *Your Towns and Cities*
5. Unit 3 of first semester text - section on health services.	5. *Your Towns and Cities*
6. Classify list of occupations as to a) industry, b) service, c) commercial.	
7. Classify as to a) physical, b) non-physical.	
8. Illustrate classifications.	
9. Unit 2 of first semester text - Workers and occupations necessary for growing, transportation, processing, and marketing food from the fields to our community.	9. *Your Towns and Cities*

Concept No. 7 - Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings work can have personally.

Learning activities:	Resources
1. Use second semester text as related to environment - different occupations.	1. At Home Around the World
2. Discuss abilities needed for their own ideal occupations.	
3. Discuss hobbies for some people that are occupations for others. Example: carpentry, gardening	
4. Use text for first semester Unit 2. Visit grocery store, seeing different types of work.	4. Your Towns and Cities
5. Use second semester text in general. Example: Tundra, Desert - see need for their way of life - we have more choice.	5. At Home Around the World
6. Role playing a task (example: gardening) a) a gardener who does it for a living b) a child who is earning money for a bike c) a person doing it for punishment d) a person who loves gardening	
7. Scrapbook - Students collect cartoons and jokes about working or jobs.	

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:	Resources
1. Use Concept No. 7 - 2 - Discuss what education is needed for these occupations.	
2. Set up chain of events. Example: girls learn from mothers (text) - carpenter's apprentices - what is necessary to obtain goal?	2. Your Towns and Cities
3. List things you can do at school that might relate to a job.	
4. Students plan the education they believe is needed for a profession: a) doctor, b) teacher, c) carpenter, d) mechanic, e) beautician. Discuss various lists.	

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student will be able to identify with an increasing variety of occupations.
3. The student will be encouraged to gain experience in a variety of work situations.
4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning activities:	Resources
1. Have student list ways in which he can bring about changes in himself to fulfill a certain job; i.e., education, attitudes, personality, work experience.	
2. Write a short theme: "I may qualify physically for this job because ___________." "I may not qualify physically for this job because _________."	
3. List five jobs suitable for your personal preference and five jobs not suitable for your personal preference.	
4. Create Career Charades Game.	
5. Filmstrip - "People at Work" Set I, Set II	5. Inter-School Library Loan

4

Concept No. 10 - Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience whenever possible working cooperatively with other people.

Learning activities:	Resources
1. Life Chain - processing and marketing farm products from the farm to the grocery store.	1. *Exploring Wisconsin* Unit 6
2. Set up a classroom "Assembly Line" making a product.	2. *Exploring Wisconsin* Unit 6
3. Cooperation Game.	3. Manual - *Bread and Butterflies* p. 102, 103
4. Interdependence Simulation Game.	4. Manual - TV - *Wisconsin* p. 44-47
5. Field trip to industrial or business site and observe how labor is divided.	
6. Construct a supermarket and role play the jobs.	

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning activities:	Resources
1. Have students bring articles dealing with things produced from various industries in Lake Geneva area. Discuss how these products deal with supply and demand.	
2. Have students discuss how physical facilities (school, home, factories; hospitals) affect them as students.	
3. Have students interview and tape a graduate who has undergone licensing, apprenticeship, or professional association.	
4. Introduce basic concepts of supply and demand through student-made bulletin boards, diagrams.	

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources
1. Write a short essay "A Day in the Life of ______________."	
2. Interview a working adult.	2. Manual "Bread and Butterflies" p. 78
3. View filmstrips - "Father's Work", "Mother's Work".	3. Inter-School Library Loan
4. Use older students as resource persons to illustrate how part-time jobs have influenced their life style. (Examples: paperboy, candy striper, janitor's helper)	4. Chamber of Commerce
5. Have students write letters to Chamber of Commerce to obtain information which illustrates how geography and climate influence the types of jobs available and the life styles of people.	

Concept No. 13 - Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.
2. The student will relate individual potential to environmental factors in making choices.

Learning activities:	Resources
1. Make a list of environmental factors in the home community that can affect career development: 1) socio-economic factors, 2) job market-type of industries, family finance, 3) parents' attitudes toward education, 4) economic conditions in country.	
2. Develop lists of environmental factors and discuss how they will affect career. (Example: resort community)	2. *Exploring Wisconsin*

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:

Resources

1. Use teacher-led discussion explaining that the skills learned in the grades carry through and can influence their career choices.
2. Have each student list three study skills valuable in later life or job roles. The teacher can give a few examples as stimulus and then have students create others. (Example: astronauts learn to read directions and solve math problems)
3. Ask students to write down job choice now; then talk about how their present choice differs from that of five years ago.
4. Have students read biographies and prepare skits illustrating the person's life, particularly the sequence of his career development.

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effect supply and demand have on various careers.
2. The student will understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities:	Resources
1. Write a business letter of industries about occupational supply and demand.	1. Labor Department of Statistics Washington, D.C.
2. Make a continuous graph of jobs available from local newspapers.	2. Research newspapers and magazines
3. Write a theme entitled "My job in the year 2000" or "Recreation in the year 2000".	
4. Construct bulletin board display emphasizing jobs that no longer exist and newly created jobs.	
5. Filmstrip depicting supply and demand. - "Wonderful World of Work"	5. Filmstrip - Inter-School Library Loan

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources
1. Write a report on a recreational activity which is of interest to the student.	
2. Display various hobbies the children have that they may share with others.	
3. List various recreational activities in Wisconsin.	3. *Exploring Wisconsin* Wisconsin Chamber of Commerce Madison, Wisconsin
4. Select a variety of work settings around the school and arrange for groups of students to spend time with a resource person responsible for that job.	

Concept No. 17 - Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Objectives:

1. The student will learn the satisfying aspects of success in work.
2. The student will learn to recognize personal success and its positive effects.
3. The student will learn to identify career interests and preferences through experience in paid and unpaid work.

Learning activities:	Resources
1. Conduct interview of a cross-section of community workers.	1. Teacher's Manual - Bread and Butterflies
2. Develop a bulletin board from newspapers, magazines, etc. that appeals to the consumer's desire to be successful.	
3. Role playing - pupils can assume roles of well known personalities. Conduct mock interviews.	

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student will be able to identify with an increasing variety of occupations.
3. The student will be encouraged to gain experience in a variety of work situations.
4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning activities:	Resources
1. Have students bring lists from home showing various jobs their parents have had. Place jobs in job clusters.	
2. List various jobs that the secretary of the school must do during the day (nurse, typist, receptionist, etc.) Try to relate this fact to other occupations.	
3. Have students make survey of parents, relatives, etc. as to their part-time jobs. Discuss to see if these jobs are related to full-time jobs. Place in job clusters.	
4. Field trip to an industry. (Example: go to a newspaper to see the variety of jobs related to putting together a paper)	
5. *People at Work*, Set 1 - View filmstrips	5. Four filmstrips, four cassettes, teacher's guide - Inter-School Library Loan
6. *People at Work*, Set 2 - View filmstrips	6. Four filmstrips, four cassettes, teacher's guide - Inter-School Library Loan
7. Have students develop lists of occupations that require similar skills. (Example: keypunch, typing, piano playing)	

5, continued

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student will be able to identify with an increasing variety of occupations.
3. The student will be encouraged to gain experience in a variety of work situations.
4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning activities:	Resources
8. Year long project (Career Time Line) related to social studies. Make booklets, models, dioramas, etc. following a certain occupation (example: weaver, farmer) through changes brought about by changes in times.	8. Social studies texts and media

5

Concept No. 10 - Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience whenever possible working cooperatively with other people.

Learning activities:	Resources
1. Follow-up activity to field trip (as in Concept No. 9). Make charts, lists, etc. showing how jobs are coordinated and emphasizing the need for cooperation.	
2. Set up an assembly line in the classroom.	
3. Use a bulletin board to show how raw materials are turned to products and then to consumer.	
4. Dramatize how everyone depends on others to do well. Show what happens when one person doesn't do his job.	
5. Discuss teamwork and cooperation involved in all sports.	
6. Field trip to factory.	
7. Study of Medieval guilds.	7. Filmstrip, Medieval Towns and Cities - Inter-School Library Loan
8. View filmstrips.	8. Jelly Bean Company, "Manufacturers"; People at Work, Set 1, "At Work in Offices and Factories"; How We Get Our Clothing Inter-School Library Loan

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning activities:	Resources	Evaluation
1. Trace the history of various occupations, some that no longer exist and some that have developed only recently.		
2. Examine historical photographs, books, slides, etc. that show working conditions past and present. (Example: coal mining, factory workers, migrant farmers)	2. Filmstrip, Rise of the Industrial Northeast - Inter-School Library Loan	
3. Make a bulletin board of newspapers and magazine clippings illustrating working conditions in world today.	3. Current newspapers, magazines, news broadcasts	
4. Discuss union movement in the United States.		
5. Write to the Wisconsin State Employment Agency to gather information on labor laws.	5. Job Service - State of Wisconsin, 201 E. Washington Ave., Madison - 266-3106	
6. Invite a local union leader to come and discuss the purpose of a union.		
7. Study of Medieval guilds and relation to modern labor unions.	7. Social Studies texts and media. Filmstrip, Medieval Towns and Cities Inter-School Library Loan	

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources
1. Have a hobby display. Relate hobbies of students to life style they want in the future.	
2. Have the students compile a list of jobs they consider desirable and give reasons why. A booklet with pictures might accompany the list.	2. The Jelly Bean Company Six filmstrips, six cassettes, activity cards - teacher's guide. Inter-School Library Loan
3. Students could write to a person who holds a job they think they might be interested in and ask them to describe their activities over the course of a day. The students could write about what they think the response will be like, then compare the two when they get the response.	
4. Use an older student as a resource person to discuss how a part-time job has influenced their life style.	
5. Assign students to view family situation television programs. Students should be aware of the different occupations and life styles of the individuals in the programs. Give oral reports to the class.	

5

Concept No. 13 - Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.
2. The student will relate individual potential to environmental factors in making choices.

Learning activities:	Resources
1. Discuss the geographical and environmental influences of certain areas of the United States in regard to occupation and career development.	
2. Write to the state employment agencies of some states from different areas in the United States. Make comparisons and observations as to how and why job opportunities differ in these regions.	
3. Bulletin Board - Draw pictures of occupations from different regions and place in correct location on a United States map.	
4. Have students construct a mural or collage illustrating industries and occupations that are dominant in certain geographic areas.	
5. Discuss how a healthy environment is important to all workers.	
6. Show how the fight against pollution and the struggle to save our environment has created new jobs.	6. Filmstrip, What is a Game Manager? Inter-School Library Loan
7. Book report on a biography.	

5

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources
1. Have people from the community come to the classroom to explain how their careers developed in relation to their past experiences and decisions.	
2. Outline the steps in education for various jobs.	2. College catalogs, printouts from technical schools, etc.
3. Have a resource person in to discuss the apprentice program and other work-study programs available.	
4. Discuss Robert Frost's poem, "Road Not Taken".	4. Arbuthnot's Anthology
5. Have students tell what they want to be. Then have high school students questioned on what they want to be and what they wanted to be when they were in fifth grade. Have them explain their reasons for any changes.	

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effect supply and demand have on various careers.
2. The student will understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities:	Resources
1. Write to the state employment agency for information concerning employment trends in Wisconsin	1. Job Service - State of Wisconsin - 201 E. Washington Ave., Madison - 266-3106
2. Look into the reason or reasons for area companies and stores going out of business.	
3. Incorporate current events related to unemployment into a discussion.	
4. Take a mini-survey of the employment of families and friends of students. Share the results.	
5. Develop a time line of important events in history that caused the job market to change. (Example: inventions, wars, etc.)	5. Filmstrip Set, Engines Five filmstrips Inter-School Library Loan

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources
1. Provide the students with a variety of leisure time activities to give them an opportunity to find those which interest them.	
2. Offer a variety of art and music related activities to encourage development of interests in these areas.	
3. Set up a display of student hobbies and skills.	
4. Participation in team sports.	
5. Activity card, "Help in a Hospital".	5. Jelly Bean Company, Part II Inter-School Library Loan

Concept No. 17 - Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Objectives:

1. The student will learn the satisfying aspects of success in work.
2. The student will learn to recognize personal success and its positive effects.
3. The student will learn to identify career interests and preferences through experience in paid and unpaid work.

Learning activities:	Resources
1. Develop areas of volunteer work within the school environment where the students can become involved. (Example: housekeeping jobs in the classroom, library aides, help in the lunchroom, etc.)	
2. Encourage involvement in outside-of-school volunteer programs such as helping an elderly neighbor or invalid with some outside work that they are unable to do.	
3. Class discussion - How do you feel when you succeed in completing a job?	
4. Bulletin Board - magazine and newspaper pictures of people who have succeeded in their jobs, sports, the arts, etc.	
5. Activity Card, "How Does it Feel to Serve?"	5. *The Jelly Bean Company* - Part II Inter-School Library Loan

6

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student will be able to identify with an increasing variety of occupations.
3. The student will be encouraged to gain experience in a variety of work situations.
4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning activities:	Resources
1. Plan a "Career Day"	1. Invite local people of varying occupations.
2. Develop with the children a family tree of occupations.	
3. "World of Work"	3. Inter-School Library Loan
4. Play game "Career Charades". Emphasize role of various occupations and jobs available.	
5. Have students develop lists of occupations which require the same skill.	
6. Use vocational teachers to show relationship between a certain skill and various jobs.	6. LVEC, Badger High School
7. Design a map of the community which designates places of employment.	

6

Concept No. 10 - Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience whenever possible working cooperatively with other people.

Learning activities:	Resources
1. Take field trips showing how jobs are coordinated. Dairy or bakery - start to finish.	
2. Discuss classroom cooperation on jobs or playground activities.	
3. Simulate a "breakdown" in a) assembly line, b) in the process of producer - wholesaler - retailer.	
4. Filmstrip - "Industrial America"	4. Inter-School Library Loan

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning activities:	Resources
1. Discuss various working conditions, past and present. (Example: sweatshop, family life of migrant workers)	1. Social Studies curriculum Unit II - Early Industrialization
2. Committee work with reports on how physical facilities affect the world of work.	
3. Trace back through history the laws affecting working conditions, i.e., sweatshops, child labor.	3. Social Studies curriculum Unit II - Early Industrialization
4. Develop bulletin board display of newspaper and magazine articles and pictures which illustrate conditions in the work world and how they affect groups and institutions in the community	

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources
1. Assign reports related to job families and biographies of famous people.	
2. Filmstrip - "Father's Work", "Mother's Work"	2. Inter-School Library Loan
3. Use older students as resource persons to illustrate how part-time jobs have influenced their life style. (Example: paperboy)	
4. Have students write letters to Chamber of Commerce to obtain information which illustrates how geography and climate influence the types of jobs available and the life styles of people.	
5. Research paper on a particular occupation. Study qualifications needed, training required, etc.	
6. Compare life styles of persons of different cultures or at different times in history, showing, a) where the person works, b) where the person lives, c) the person's life style	6. Social Studies curriculum Units 7, 8, 9

6

Concept No. 13 - Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.
2. The student will relate individual potential to environmental factors in making choices.

Learning activities:

1. Filmstrips and reading material which explains different types of career choices.
2. Geography game: On a United States or world map - spin a marker to an environmental area. Child lists potential careers best suited to the area as well as those not likely. From the potential careers list, child chooses a personal career and makes a bulletin board, mobile, or scrapbook illustrating his choice.
3. Creative writing: Student writes travel article, booklet, sales-pitch brochure which will exploit the career possibilities of a specific environment.
4. Make a physical map (showing topography), showing what job opportunities might be present in certain localities.
5. Compare want-ad sections of newspapers from small towns and large cities to find occupations that are in demand. Discuss advantages and disadvantages of job and environment relatedness.

Resources

1. Inter-School Library Loan

6

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources
1. Career Monopoly: Have a board or sheet with a goal line for each player. From one pile, each player draws a career card. From a second pile, players alternately choose a card which will tell him how fast he advances toward goal. These cards will give possible hazards, draw-backs, promotions and opportunities for self-improvement. With each card, the player must make a decision whether to continue in his career lane or whether to shift to another career and draw more cards. Limit the number of draws per career.	
2. Present a "This Is Your Life" program for a personality studied.	
3. Student chooses three or more jobs in which he's interested and show the education required for each.	
4. Filmstrips and activities	4. Jelly Bean Company

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effect supply and demand have on various careers.
2. The student will understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities:	Resources
1. Use newspapers as a source from which student could construct scrapbooks with pictures of various workers in fields which are oversupplied. Discuss implications.	
2. Use same technique to illustrate where a shortage of workers exist. Example: Doctor shortage in rural communities.	
3. Discuss seasonal employment. Examples: bricklayer, contractor, car salesman.	
4. Construct bulletin board display emphasizing jobs that no longer exist and newly created jobs.	
5. Introduce concepts of supply and demand.	

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:

Resources

1. List what students do for recreation/what their parents do for relaxation (now and when they were children).
2. Students to discuss with parents why they chose the careers they are in. (Class develop a "questionnaire" for the "interview") Interview various other people in the community for a wider range of careers.
3. Hobby Club - A year long activity. Conduct a culminating fair to show hobby and/or products that could become profitable as a result of the hobby.

Concept No. 17 - Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Objectives:

1. The student will learn the satisfying aspects of success in work.
2. The student will learn to recognize personal success and its positive effects.
3. The student will learn to identify career interests and preferences through experience in paid and unpaid work.

Learning activities:	Resources
1. Professional gardener (landscaper) to present career to class - then a parent who enjoys gardening - then a farmer. (Also a government farm agent?) Ask each why they chose their aspect of growing things instead of the other two possibilities. (Other: school nurse, private (or hospital) nurse, and hospital volunteer) (businessman who is also a JC and/or YMCA volunteer)	

APPENDIX M

GUIDANCE AND COUNSELING CAREER EDUCATION COMPONENTS

K-12

The following professional staff of the Lake Geneva Schools developed the K-12 guidance and counseling career education components section of the Lake Geneva School Career Education Plan:

Mrs. Shirley Senarighi, Chairperson, Elementary Guidance Counselor
Mr. Donald Anderson, LVEC, Badger High School
Mr. James Hefty, Guidance Counselor, Badger High School
Mr. Daniel J. O'Sullivan, Director of Pupil Services
Mr. Donald Prosek, WECEP Coordinator, Denison Junior High School
Mr. Greg Repensky, Guidance Counselor, Denison Junior High School
Mr. Bill Schenk, Careers Teacher, Badger High School
Ms. Mary Thomas, Guidance Counselor, Badger High School
Mr. Ed Tyler, Guidance Counselor, Badger High School

Mr. Robert Bootz, Student, University of Wisconsin, Milwaukee

GUIDANCE

Kindergarten

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources
1. Listen to and discuss: Story - "The Red and White Bluebird"	1. DUSO I Story 1-A cassette
2. Puppet Activity: "Nobody's Perfect"	2. DUSO I Puppet 1-C card
3. Listen to and discuss: Story - "Frowny Brown"	3. DUSO I Story 1-D cassette
4. Puppet Activity: "People Make Mistakes"	4. DUSO I Puppet 1-D card
5. Listen to and discuss: Story - "The Swimming Kangaroo"	5. DUSO I Story VI-C cassette
6. Listen to and discuss: Story - "Peekaboo Emu"	6. DUSO I Story VI-D cassette
7. Role play Activity: "The Careful Worker"	7. DUSO I Role Play VI-D card
8. Activity: "Sing About the Class"	8. DUSO I Supplementary Activities VI-D #1

Evaluation

1. Teacher observing a child's attitude and behavior
2. Child will describe himself, his plus's and minus's
3. Parent and teacher will discuss at conference

GUIDANCE

Kindergarten

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. Role Play Activity: "The Tree House"	1. DUSO I Role Play 1-A card	1. Teacher will observe the child's effort when confronted with difficult tasks
2. Listen to and discuss: Story - "The Fairfield Fire Department"	2. DUSO I Story 1-B cassette	
3. Role Play Activity: "The Boy Who Was Perfect"	3. DUSO I Role Play 1-B card	
4. Learn song: "I'm Glad That I Am Me"	4. DUSO I Unit Song I-cassette	
5. Listen to and discuss: Story - "DUSO and Squeaker"	5. DUSO I Introduction Story VI cassette	2. Teacher will observe each student's attitude toward others
6. Learn Song: "Have A Go At It"	6. DUSO I Unit Song VI cassette	
7. Listen to and discuss: "Thaddeus Platypus"	7. DUSO I Story VI-A cassette	

Kindergarten

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker. Working in groups.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. "Magic Mirror Activity"	1. DUSO I Supplementary Activities 1-B #3	1. Teacher observing child's actions and responsibilities in the group
2. Listen to and discuss: Story- "Captain Blooper's Pirates"	2. DUSO I Introduction Story III - cassette	
3. Learn Song: "Ballad of Captain Blooper"	3. DUSO I Unit Song III cassette	
4. Listen to and discuss: Story - "Captain Blooper's Cake"	4. DUSO I Story III-A cassette	
5. Role play Activity: "Little Red Hen"	5. DUSO I Role play III-A card	
6. Listen to and discuss: Story - "Captain Blooper's Helper"	6. DUSO I Story III-C cassette	
7. Role play Activity - "Orders"	7. DUSO I Role play III-C card	
8. Listen to and discuss: Story - "The Snow House"	8. DUSO I Story III-D cassette	
9. Listen to and discuss: Story - "The Big Race"	9. DUSO I Story VI-B cassette	

GUIDANCE

1

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:

1. Listen to and discuss: Story - "Prince Lazy Bones"
2. Learn Song: "Do This, Do That"
3. Listen to and discuss: Story - "Good Guy and Old Lazy"
4. Activity: "Draw a picture of a Good Guy and an Old Lazy"
5. Listen to and discuss: Story - "It's a Free Country"
6. Role play Activity: "Mother Won't Care"
7. Listen to and discuss: Story - "The Loafers"
8. Role play Activity: "Not Today"
9. Listen to and discuss: Story - "The Watermelon Contest"
10. Listen to and discuss: Story - "The Bite"
11. Listen to and discuss: Story - "DUSO and Flopsie Flounder"
12. Learn Song: "Flopsie Flounder"
13. Listen to and discuss: Story - "The Swinger Slinger Train"

Resources

1. DUSO I Introduction Story IV cassette
2. DUSO I Unit Song IV cassette
3. DUSO I Story IV-A cassette
4. DUSO I Supplementary Activities IV-A #2
5. DUSO I Story IV-D cassette
6. DUSO I Role Play IV-D card
7. DUSO I Story V-C cassette
8. DUSO I Role Play V-D card
9. DUSO I Story VII-B cassette
10. DUSO I Story VII-D cassette
11. DUSO I Introduction Story VIII-cassette

Evaluation

1. Teacher observing a child's attitude and behavior
2. Child will describe himself, his plus's and minus's
3. Parent and teacher will discuss at conference
4. Teacher will observe child's decision-making ability
5. Teacher will observe individual responsibility used in group activities

1, continued

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
14. Puppet Activity: "You Can't Play Unless"	12. DUSO I Unit Song VIII Cassette	
	13. DUSO I Story VIII-A cassette	
	14. DUSO I Puppet VIII-A Activity Card	

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. Listen to and discuss: Story - "John Teachers Himself"	1. DUSO I Story IV-C cassette	1. Teacher will observe the child's effort when confronted with difficult tasks
2. Listen to and discuss: Story - "Lefty's Hamburger Stand"	2. DUSO I Introduction Story V cassette	
3. Listen to and discuss: Story - "The Swing"	3. DUSO I Story V-A cassette	2. Teacher will observe each student's attitude toward others
4. Role play Activity: "It don't as Hard as You Think it is"	4. DUSO I Role play V-A card	
5. Listen to and discuss: Story - "The Box From Rainbow Lake"	5. DUSO I Story VIII-B cassette	
6. Listen to and discuss: Story - "Just a Little Peek"	6. DUSO I Story VIII-C cassette	

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Listen to and discuss: Story - "Blepo's Basket"	1. DUSO I Story IV-B cassette	1. Teacher observing child's actions and responsibilities in the group
2. Listen to and discuss: Story - "First in Line"	2. DUSO I Story VIII-D cassette	
3. Role play Activity: "The Half-Built House"	3. DUSO I Role play VIII-D card	

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources
1. Learn Song: "There's No One in the World Like Me"	1. DUSO 2 Unit Song I cassette
2. Listen to and discuss: Story - "I wish I Were"	2. DUSO 2 Story 1-A cassette
3. Listen to and discuss: Story - "The Smartest One"	3. DUSO 2 Story 1-D cassette
4. Activity: "Things You Do Best"	4. DUSO 2 Career Awareness Activity Card III-B
5. Listen to and discuss: Story - "You'll Be Sorry"	5. DUSO 2 Story IV-A cassette
6. Listen to and discuss: Story - "Think For Yourself"	6. DUSO 2 Story IV-C cassette
7. Discussion of over-dependence	7. DUSO 2 Supplementary Activities IV-C #1
8. Listen to and discuss: Story - "On Your Own"	8. DUSO 2 Story IV-D cassette

Evaluation

1. Teacher observing a child's attitude and behavior
2. Child will describe himself, his plus's and minus's
3. Parent and teacher will discuss at conference
4. Teacher will observe child's decision-making ability
5. Teacher will observe individual responsibility used in group activities

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. Listen to and discuss: Story - "Don't Call Names"	1. DUSO 2 Story 1-B cassette	1. Teacher will observe the child's effort when confronted with difficult tasks
2. Role play Activity: "Helen Keller"	2. DUSO 2 Role play 1-D card	
3. Listen to and discuss: Story - "The Overnight"	3. DUSO 2 Story IV-B cassette	2. Teacher will observe each student's attitude toward others

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Listen to and discuss: Story - "A Good Idea"	1. DUSO 2 Story II-C cassette	1. Teacher observing child's actions and responsibilities in the group
2. Learn Song: "Work Together"	2. DUSO 2 Unit Song III Cassette	
3. Listen to and discuss: Story - "That's Why We Won"	3. DUSO 2 Story III-A Cassette	
4. Listen to and discuss: Story - "Who's to Blame"	4. DUSO 2 Story III-D Cassette	

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
1. Listen to and discuss: Story - "Time for Everything"	1. DUSO 2 Story V-C Cassette	1. Teacher observing a child's attitude and behavior
2. Listen to and discuss: Story - "What Can He Do?"	2. DUSO 2 Story VI-B Cassette	2. Child will describe himself, his plus's and minus's
3. Listen to and discuss: Story - "Not That Good"	3. DUSO 2 Story VI-C Cassette	3. Parent and teacher will discuss at conference
4. "Responsibility"	4. *Teaching Moral Values through Behavior Modification Lesson 15*	4. Teacher will observe child's decision-making ability

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. Listen to and discuss: Story - "Not Today"	1. DUSO 2 Story V-A cassette	1. Teacher will observe the child's effort when confronted with difficult tasks
2. Listen to and discuss: Story - "I Give Up"	2. DUSO 2 Story VI-A cassette	
3. Activity: "The Advertisement"	3. DUSO 2 Career Awareness VI-C card	2. Teacher will observe each student's attitude toward others
4. Listen to and discuss: Story - "You Can Do It"	4. DUSO 2 Story VI-D cassette	
5. Activity: "Showing Self-Confidence"	5. DUSO 2 Role play VI-D card	

3

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. "Prejudice"	1. Teaching Moral Values through Behavior Modification lessons 1-7	1. Teacher observing child's actions and responsibilities in the group
2. "Group Responsibility"	2. Teaching Moral Values through Behavior Modification lessons 16 and 17	

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
1. Listen to and discuss: Story - "The Perfect Job"	1. DUSO 2 Story VII-D cassette	1. Teacher observing a child's attitude and behavior
2. Puppet Activity: "The Hardest Words"	2. DUSO 2 Puppet VII-D card	2. Child will describe himself, his plus's and minus's
3. Listen to and discuss: Story - "Chicken"	3. DUSO 2 Story VIII-A cassette	3. Parent and teacher will discuss at conference
4. Activity: "Peer Pressure"	4. DUSO 2 Supplementary Activity VIII-A #4	
5. "I Am Proud Song"	5. Values Clarification Strategy 62 P. 327	5. Teacher will observe individual responsibility used in group activities

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. "Know Your Peanut"	1. TAD Lesson 134	1. Child will show a greater understanding of differences in fellow students
2. "Individual Differences"	2. a. TAD Lesson 135 b. TAD Lesson 136 c. TAD Lesson 137 d. TAD Lesson 139	
3. "Interests Review"	3. a. TAD Lesson 142 b. TAD Lesson 143	2. Child will describe his/her interests
4. "Either Or"	4. Values Clarification Strategy 5 P. 94-97	

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Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Activity: "Cooperative Squares"	1. DUSO 2 Career Awareness Activity 11-A card	1. Teacher observing child's actions and responsibilities in the group
2. Listen to and discuss: Story - "The Boy Who Couldn't Wait"	2. DUSO 2 Story VII-B cassette	
3. Activity: "Dentist"	3. DUSO 2 Role play VII-B card	
4. Listen to and discuss: Story - "The Class Election"	4. DUSO 2 Story VIII-D cassette	
5. "Working in Groups"	5. a. TAD Lesson 6 b. TAD Lesson 101 c. TAD Lesson 102 d. TAD Lesson 103	
6. "Leading and Following"	6. a. TAD Lesson 114 b. TAD Lesson 115 c. TAD Lesson 116 d. TAD Lesson 117 e. TAD Lesson 118 f. TAD Lesson 119 g. TAD Lesson 120 h. TAD Lesson 121	
7. "Understanding Prejudice:	7. a. TAD Lesson 125 b. TAD Lesson 126	

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources	Evaluation
1. "Dream About Your Future"	1. TAD Lesson 141	1. Teacher will observe the child's participation
2. "Expectations"	2. *Free to Be ... You and Me* Expectations No. 1 Filmstrip & cassette	

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources	Evaluation
1. "Hobbies and Interests"	1. Me and Others Unit 1 Me p. 9	1. Teacher will observe the child's participation

GUIDANCE

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Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
1. "Positive Self-Images"	1. a. TAD Lesson 150 b. TAD Lesson 151	1. Teacher observing a student's attitude and behavior
2. "Feelings about Self"	2. TAD Lesson 152	2. Student will describe himself, his plus's and minus's
3. "I Wish I Were"	3. TAD Lesson 155	3. Parent and teacher will discuss at conference
4. "Proud Whip"	4. Values Clarification Strategy 11 P. 134-138	5. Teacher will observe individual responsibility used in group activities

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. "Am I Someone Who?" (rewrite appropriate statements)	1. *Meeting Yourself Half-way* Strategy 9 p. 22	1. Teacher will observe each student's attitude toward others
2. "Coat of Arms"	2. *Meeting Yourself Half-way* Strategy 22 p. 81	
3. "Rank Order" (choose appropriate statements)	3. *Values Clarification* Strategy 4 p. 58-93	

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Activity: "Drawing Plans"	1. DUSO 2 Career Awareness Activity IV-A card	1. Teacher observing student's actions and responsibilities in the group
2. "A Gift of Love"	2. Meeting Yourself Half-way Strategy 28 P. 95	
3. "Friendship and Cooperation"	3. Free to Be.. You and Me Friendship and Cooperation #1 Filmstrip and cassette	

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources	Evaluation
1. "Dreams for the Future"	1. a. TAD Lesson 156 b. TAD Lesson 157	1. Teacher will observe student participation
2. "My Work History"	2. TAD Lesson 165	

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources	Evaluation
1. "Changes in Interests"	1. TAD Lesson 154	1. Student will be able to describe changes that occur in interests

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources	Evaluation
1. "Slice of Life"	1. Meeting Yourself Half-way Strategy 16 p. 64	1. Teacher will observe the student's participation
2. "Pie of Life"	2. Values Clarification Strategy 33 p. 288-231	

GUIDANCE

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Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
1. "Peer Power"	1. Search for Meaning Lesson 2 Unit IV External Drives	1. Teacher observing student's attitude and behavior
2. "The Pot of Gold"	2. Search for Meaning Lesson 2 Unit V External Drives	2. Student will describe himself, his plus's and minus's
3. "You're Only Human"	3. Search for Meaning Lesson 2 Unit 1 Internal Drives	3. Parent and teacher will discuss at conference
4. "R.S.V.P."	4. Search for Meaning Lesson 1 Unit IV Internal Drives	4. Teacher will observe individual responsibility used in group activities
5. "Self-Rating of Social/ Personal Attributes"	5. Self-Actualization Chapter 4 p. 23	
6. "How I See Myself"	6. Me and Others Unit I Me p. 5 and 6	

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. "Strength From Within"	1. *Search for Meaning* Lesson I Unit I Internal Drives	1. Teacher will observe the student's effort when confronted with difficult tasks
2. "Birds of a Feather"	2. *Search for Meaning* Lesson I Unit II Internal Drives	
3. "Values Voting" (choose appropriate questions)	3. *Values Clarification* Strategy 3 P. 38-57	2. Teacher will observe each student's attitude toward others

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Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. "Praise Power"	1. Search for Meaning Lesson I Unit V External Drives	1. Teacher observing student's actions and responsibilities in the group
2. "Independence"	2. Free to Be...You and Me Independence #2 Filmstrip and cassette	
3. "Sell Yourself"	3. Me and Others Unit 1 Me p. 2	

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources	Evaluation
1. "Expectations"	1. *Free to Be...You and Me* Expectations No. 2 Filmstrip & cassette	1. Teacher will observe student participation
2. "Roles I Play"	2. *Me and Others* *Unit 1 Me* p. 15	
3. "Daydream #2"	3. *Me and Others* *Unit 1 Me* p. 27	

Concept No. 13 - Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.
2. The student will relate individual potential to environmental factors in making choices.

Learning activities:	Resources	Evaluation
1. "Third Stage"	1. *Search for Meaning* Lesson 3 Unit 1 External Drives	1. Teacher observation of student participation

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources	Evaluation
1. "Changes in Careers"	1. TAD Lesson 164	1. Student will be able to list the steps he/she must take to achieve goals
2. "Studio One"	2. Search for Meaning Lesson 2 Unit 1 External Drives	
3. "Just for Fun"	3. Search for Meaning Lesson 1 Unit III External Drives	
4. "Sell Yourself #2	4. Me and Others Unit I Me p. 25	

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources	Evaluation
1. "20 Things I Have to Do"	1. *Meeting Yourself Half-way* Strategy 4 p. 6	1. Student will understand what work means to him/her
2. "Reflections"	2. *Meeting Yourself Half-way* Strategy 7 p. 17	2. Student will understand that talents or hobbies can lead to future careers

GUIDANCE

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Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:

1. Discussion and exercise on Verbal and Non-verbal communication and ways to improve both areas.
2. Discussion and exercise on empathy and understanding others and why we all see things from difference points of view: perception
3. Please Hear What I'm Not Saying
4. Words Are Only Part of it
5. Language as Pilot
6. The Me's I Am and Have Been
7. Someone Who Has Affected My Life
8. The Parts That Make Me Up
9. "A Time I Remember Telling"

Resources

1. Society for Visual Education - "Job Service Skills Series" Filmstrip: G-614-5 Communication
2. Society for Visual Education - "Job Service Skills Series" Filmstrip: G-614-3 From Which Point of View
3. Supporting Activity 6F - Unit 6 Jr. High Innerchange
4. Supporting Activity 6G - Unit 6 Jr. High Innerchange
5. Supporting Activity 6H - Unit 6 Jr. High Innerchange
6. Supporting Activity 13F Unit 13 Jr. High Innerchange
7. Supporting Activity 13G Unit 13 Jr. High Innerchange
8. Innerchange Experience Sheet - Unit 13 Jr. High Innerchange

Evaluation

1. Student oral evaluation
2. Student oral evaluation
3. Student oral evaluation
4. Student oral evaluation
5. Student oral evaluation
6. Student oral evaluation
7. Student oral evaluation
8. Student oral evaluation
9. Student oral evaluation

GUIDANCE

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Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
	9. Supplementary Activity 29, N - Unit 29 Jr. High Innerchange	

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1.. Dreamers Come in all Forms (Research and group oral report)	1. Supporting Activity 3F - Unit 3 Jr. High Innerchange	1. Student oral evaluation
2. Schemes From Dreams (A Dream Workshop)	2. Supporting Activity 3G - Unit 3 Jr. High Innerchange	2. Student oral evaluation

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Discussion of Self-Concept and Self-Worth and importance in holding a job	1. Society for Visual Education, Inc. Job Survival Skills Series - Filmstrip G-614-4: Self-Concept and Employment	1. Student oral evaluation
2. "Try out a Handicap"	2. Supporting Activity 20F - Unit 20 Jr. High Innerchange	2. Student oral evaluation
3. "Handicaps and Limitations:	3. Innerchange Experience Sheet - Unit 20 Jr. High Innerchange	3. Student oral evaluation

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:	Resources	Evaluation
1. Discussion of varying occupations and varying degrees and types of education and training necessary	1. Society for Visual Education - Job Survival Series Filmstrip G-614-2 Education & Training	1. Student oral evaluation
2. "Helping Someone Learn" - a plan for learning assistance to peers and children	2. Supporting Activity 5F Jr. High Innerchange	2. Student oral evaluation
3. "How Behavior Can Be Shaped" - creative dramatics and discussion	3. Supporting Activity FG Jr. High Innerchange	3. Teacher-counselor observation
4. "Learning as a Cooperative Process" - a class experiment	4. Supporting Activity 5H Jr. High Innerchange	4. Teacher-counselor observation
5. "Learning How to Learn"	5. Innerchange Experience Sheets	5. Teacher-counselor observation

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources	Evaluation
1. Voting Your Values (Teacher-led activity)	1. Supporting Activity 4F - Unit 4 Jr. High Innerchange	1. Teacher-Counselor observation
2. America Right & Wrong (Teacher-led activity)	2. Supporting Activity 4G - Unit 4 Jr. High Innerchange	2. Student oral evaluation
3. Admiration (an art experience)	3. Supporting Activity 4H - Unit 4 Jr. High Innerchange	3. Student oral evaluation
4. Our favorite TV Heroes, Heroines, and Villains	4. Supporting Activity 4F - Unit 14 Jr. High Innerchange	4. Teacher-Counselor observation
5. Heroes, Models, and Villains	5. Innerchange Experience Sheet - Unit 14 Jr. High Innerchange	5. Teacher-Counselor observation

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources	Evaluation
1. Taking and Giving Up Control	1. Supporting Activity 16F - Unit 16 Jr. High Innerchange	1. Student oral evaluation
2. "The Pony Sale"	2. Supporting Activity 25H - Unit 25 Jr. High Innerchange	2. Student oral evaluation
3. "Taking Charge of Me"	3. Innerchange Experience Sheet - Unit 25 Jr. High Innerchange	3. Teacher-Counselor observation
4. "Rumor Clinic"	4. Supporting Activity 27F - Unit 27 Jr. High Innerchange	4. Student oral evaluation
5. "Ways I Influence Others"	5. Supporting Activity 27H - Unit 27 Jr. High Innerchange	5. Student oral evaluation
6. "Influence: Who, What, and How"	6. Innerchange Experience Sheet - Unit 27 Jr. High Innerchange	6. Student oral evaluation

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources	Evaluation
1. Presentation by Professional Helpers	1. Supporting Activity 8F - Unit 8 Jr. High Innerchange	1. Teacher-Counselor observation
2. Does Helping Really Help	2. Supporting Activity 8G - Unit 8 Jr. High Innerchange	2. Teacher-Counselor observation
3. Help!	3. Innerchange Experience Sheet - Unit 8 Jr. High Innerchange	3. Teacher-Counselor observation

Concept No. 18 - Individuals are responsible for their career planning.

Objectives:

1. Students will learn that career satisfaction and success is each person's responsibility.
2. Students will learn the mechanics of career planning.
3. Students will learn the necessity of acting to fulfill plans.

Learning activities:	Resources	Evaluation
1. "Decisons, Decisions"	1. Innerchange Experience Sheet - Unit 23 Jr. High Innerchange	1. Student oral evaluation
2. "Freedom and Responsibility"	2. Supporting Activity 33F - Unit 33 Jr. High Innerchange	2. Student oral evaluation
3. "How Would You Handle This Situation Responsibly"	3. Supporting Activity 33H - Unit 33 Jr. High Innerchange	3. Student oral evaluation
4. "To Care and To Act"	4. Innerchange Experience Sheet - Unit 33 Jr. High Innerchange	4. Student oral evaluation

Concept No. 19 - Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives:

1. Students will develop an understanding of sources of occupational information.
2. Students will learn how to independently obtain answers to career questions.
3. Students will learn to use this information for vocational and educational decisions.

Learning activities:	Resources	Evaluation
1. "Brave New World" - Jobs in a new outer-space colony	1. Exploring Careers Classroom material pck. for grades 7-12 A.B.T. Publications	1. Teacher-Counselor observation
2. "Careers Concentration" Do-it-yourself card game of occupational clusters	2. Exploring Careers Classroom material pck. for grades 7-12 A.B.T. Publications	2. Teacher-Counselor observation

Concept No. 21 - There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives:

1. The student will become aware of desirable attitudes and behaviors.
2. The student will learn attitudes and behaviors which enhance success in present endeavors.
3. The student will learn to develop positive attitudes and behaviors conducive to success.

Learning activities:	Resources	Evaluation
1. Students will discuss and identify attitudes and behaviors that are "do's" and "don't's" in working with authority figures - bosses - supervisors, etc.	1. Society for Visual Education - Job Survival Series Filmstrip: G-614-6 "You and Your Supervisor"	1. Teacher-Counselor observation
2. Students will discuss and identify attitudes and behaviors that are "do's" and "don't's" in working and relating to co-workers	2. Society for Visual Education Filmstrip: G-614-7 "You and Your Co-Workers"	2. Teacher-Counselor observation
3. Taking and giving up control (Dyads and discussion)	3. Supporting Activity 16F - Unit 16 Jr. High Innerchange	3. Teacher-Counselor observation
4. Follow the Leader (Class movement exercise)	4. Supporting Activity 16H - Unit 16 Jr. High Innerchange	4. Teacher-Counselor observation
5. Leading and Following	5. Innerchange Experience Sheet - Unit 16 Jr. High Innerchange	5. Student oral evaluation

Concept No. 22 - Job characteristics and individuals must be flexible in a changing society.

Objectives:

1. The student will become aware of the flexible and inflexible aspects of jobs.
2. The student will learn the need for individual flexibility in a changing society.
3. The student will learn to relate individual needs for flexibility to realities of the work world.

Learning activities:	Resources	Evaluation
1. "Steps for Solving a Problem Responsibly"	1. Supporting Activity 22F, Unit 22 Jr. High Innerchange	1. Teacher-Counselor observation
2. "Everyone's Got Problems"	2. Innerchange Experience Sheet - Unit 22 Jr. High Innerchange	2. Teacher-Counselor observation
3. "Encouraging Ourselves"	3. Supporting Activity 34F, Unit 34 Jr. High Innerchange	3. Student oral evaluation
4. "What's Your Line"	4. Supporting Activity 34I, Unit 34 Jr. High Innerchange	4. Student oral evaluation
5. "Get a Job"	5. Innerchange Experience Sheet - Unit 34 Jr. High Innerchange	5. Student oral evaluation

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Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
1. Student will write "Terrific Telegram"	1. Career Education Unit Booklet - Guidance	1. Student written evaluation
2. "Thinking Good Things"	2. Career Education Unit Booklet - Guidance	2. Student written evaluation
3. How to Clean Up Muddy Communication	3. Innerchange Experience Sheet - Unit 6 Jr. High Innerchange	3. Student oral evaluation
4. "Feeling Tone Game"	4. Supporting Activity 29, O - Unit 29 Jr. High Innerchange	4. Student oral evaluation
5. "Do You Know How I Feel"	5. Innerchange Experience Sheet - Unit 29 - Jr. High Innerchange (Section III)	5. Student oral evaluation
6. "What Good Are Feelings"	6. Innerchange Experience Sheet - Unit 29 Jr. High Innerchange (Section IV)	6. Student oral evaluation

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Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. "Getting to Know Your Interests"	1. Career Education Unit Booklet - Guidance	1. Student written evaluation
2. "Getting to Know Your Strengths"	2. Career Education Unit Booklet - Guidance	2. Student written evaluation
3. "Getting to Know Your Values"	3. Career Education Unit Booklet - Guidance	3. Student written evaluation
4. "Values Auction"	4. Career Education Unit Booklet - Guidance	4. Student written evaluation
5. "Exploring Your Work Values"	5. Career Education Unit Booklet - Guidance	5. Student written evaluation
6. Dance Your Dream (Creative Dance Activity)	6. Supporting Activity 3H - Unit 3 Jr. High Innerchange	6. Student oral evaluation
7. "Dreaming"	7. Innerchange Experience Sheet - Unit 3 Jr. High Innerchange	7. Student oral evaluation

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Deciding What's What (pre-circle task and discussion)	1. Supporting Activity 2F - Unit 2 Jr. High Innerchange	1. Teacher-counselor observation
2. A Walk in the Country (short imagery exercise and discussion)	2. Supporting Activity 2G - Unit 2 Jr. High Innerchange	2. Student oral evaluation
3. Getting More In Touch With Me (guided exercise and discussion)	3. Supporting Activity 2H - Unit 2 Jr. High Innerchange	3. Teacher-counselor observation
4. Feelings, Thoughts, and Behavior	4. Innerchange Experience Sheet - Unit 2 Jr. High Innerchange	4. Teacher-counselor observation

Concept No. 7 - Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings work can have personally.

Learning activities:	Resources	Evaluation
1. Discussion and listing of jobs that have a focus on working with "people"	1. Career Direction: High School As Tryout-Guidance Associates Filmstrip "Focus on People"	1. Student written evaluation
2. Classroom discussion of "why" people work	2. Career Direction: High School As Tryout-Guidance Associates Filmstrip "Focus on People"	2. Teacher-counselor observation
3. Discussion and listing of jobs that have a focus on working with "data"	3. Career Direction: High School as Tryout-Guidance Associates Filmstrip "Focus on Data"	3. Student written evaluation
4. Discussion and listing of jobs that have a focus on working with "things"	4. Career Direction: High School as Tryout-Guidance Associates Filmstrip "Focus on Things"	4. Student written evaluation
5. "Earning, Spending and Saving"	5. Innerchange Experience Sheet - Unit 21 Jr. High Innerchange	5. Student written evaluation

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:	Resources	Evaluation
1. Career "Selection" Exercise Students narrow down career choices by determination of education etc.	1. Guidance Department	1. Student written evaluation

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student will be able to identify with an increasing variety of occupations.
3. The student will be encouraged to gain experience in a variety of work situations.
4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning activities:	Resources	Evaluation
1. "Do Sex Role Expectations Exist?"	1. Supporting Activity 37F - Unit 37 Jr. High Innerchange	1. Student oral evaluation
2. "Stepping Outside the Role"	2. Supporting Activity 37H - Unit 37 Jr. High Innerchange	2. Student oral evaluation
3. "Playing the Role"	3. Innerchange Experience Sheet - Unit 37 Jr. High Innerchange	3. Student oral evaluation
4. Complete and discuss in small groups "Interest Inventory"	4. Interest Inventory NCS Interpretive Scoring Systems Minneapolis, Minn.	4. Student written evaluation
5. "Me and Work"	5. Exploring Careers Classroom Materials Pck. for grades 7-12 A.B.T. Publications	5. Student written evaluation

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources	Evaluation
1. What's Important to You	1. Innerchange Experience Sheet - Unit 4 Jr. High Innerchange	1. Student oral evaluation

Concept No. 13 - Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.
2. The student will relate individual potential to environmental factors in making choices.

Learning activities:	Resources	Evaluation
1. Associations	1. Supporting Activity 15F - Unit 15 Jr. High Innerchange	1. Student oral evaluation
2. From Ordinary to Outrageous	2. Supporting Activity 15G - Unit 15 Jr. High Innerchange	2. Student oral evaluation
3. The Two Things Many People Don't Know About Creativity	3. Innerchange Experience Sheet - Unit 15 Jr. High Innerchange	3. Teacher-Counselor observation
4. Someone I Admire	4. Supporting Activity 24F - Unit 24 Jr. High Innerchange	4. Teacher-Counselor observation
5. "Head Trips That Keep People From Accomplishing Things"	5. Supporting Activity 24G - Unit 24 Jr. High Innerchange	5. Teacher-Counselor observation
6. "What Does It Take To Win"	6. Innerchange Experience Sheet - Unit 24 Jr. High Innerchange	6. Student oral evaluation

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources	Evaluation
1. Three Kinds of Authority	1. Supporting Activity 16G - Unit 16 Jr. High Innerchange	1. Teacher-Counselor observation
2. Leading and Following	2. Innerchange Experience Sheet - Unit 16 Jr. High Innerchange	2. Teacher-Counselor observation
3. "You Can Take Charge"	3. Supporting Activity 25F - Unit 25 Jr. High Innerchange	3. Teacher-Counselor observation

Concept No. 17 - Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Objectives:

1. The student will learn the satisfying aspects of success in work.
2. The student will learn to recognize personal success and its positive effects.
3. The student will learn to identify career interests and preferences through experience in paid and unpaid work.

Learning activities:	Resources	Evaluation
1. "What Price Victory"	1. Supporting Activity 17F - Unit 17 Jr. High Innerchange	1. Student oral evaluation
2. "Winning, Losing, and Competition"	2. Supporting Activity 17H - Unit 17 Jr. High Innerchange	2. Student oral evaluation
3. "Winning and Losing"	3. Innerchange Experience Sheet 17, Unit 17 Jr. High Innerchange	3. Student oral evaluation
4. Success Bombardment	4. Supporting Activity 18F - Unit 18 Jr. High Innerchange	4. Student oral evaluation
5. "Brains, Courage, and Heart"	5. Innerchange Experience Sheet - Unit 18 Jr. High Innerchange	5. Student oral evaluation

Concept No. 18 - Individuals are responsible for their career planning.

Objectives:

1. Students will learn that career satisfaction and success is each person's responsibility.
2. Students will learn the mechanics of career planning.
3. Students will learn the necessity of acting to fulfill plans.

Learning activities:	Resources	Evaluation
1. Risk Can Be an Adventure	1. Supporting Activity 19F - Unit 19 Jr. High Innerchange	1. Student oral evaluation
2. "The First Time I ---"	2. Supporting Activity 19G - Unit 19 Jr. High Innerchange	2. Student oral evaluation
3. "Risk-taking"	3. Innerchange Experience Sheet - Unit 19 Jr. High Innerchange	3. Teacher-Counselor observation
4. "Helps and Hindrances"	4. Supporting Activity 23F - Unit 23 Jr. High Innerchange	4. Teacher-Counselor observation
5. "If I Ignore It - It Might Go Away"	5. Supporting Activity 23G - Unit 23 Jr. High Innerchange	5. Teacher-Counselor observation

Concept No. 19 - Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives:

1. Students will develop an understanding of sources of occupational information.
2. Students will learn how to independently obtain answers to career questions.
3. Students will learn to use this information for vocational and educational decisions.

Learning activities:	Resources	Evaluation
1. Discussion and Awareness Acting on *Dictionary of Occupational Titles*	1. D.O.T. Public Documents Distribution Center Pueblo, Colorado	1. Student oral evaluation
2. Instruction on use and understanding of *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*	2. D.O.T. Occupational Outlook Handbook	2. Student oral evaluation

Concept No. 20 - Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives:

1. The student will learn the similarities between jobs in a cluster of occupations.
2. The student will learn the value of maximizing alternatives within a cluster of occupations.
3. The student will learn the value of adaptability in a changing job market.

Learning activities:	Resources	Evaluation
1. Discussion and Awareness Activity of the 15 cover clusters	1. Career Cluster File Time Shore Corp. (Guidance Dept.)	1. Student written evaluation
2. Discussion and Selection of Career Cluster to explore in more depth	2. Popeye Comic Books on Career Clusters (Guidance Dept.)	2. Student written evaluation
3. Selection AND Exploration of one Career Cluster in small groups	3. Career Cluster File Time Shore Corp. (Guidance Dept.)	3. Student written evaluation
4. Written report summarizing three interest jobs in two different clusters	4. Career Cluster File Time Shore Corp. (Guidance Dept.)	4. Student written evaluation
5. Groups of five choose cluster and develop job similarities list	5. Career Cluster File Time Shore Corp. (Guidance Dept.)	5. Student written evaluation
6. Discussion and reading of article: "50 Best Jobs For The Future"	6. Guidance Department Materials	6. Student written evaluation
7. Written exercies on: "Future of My Cluster and Jobs Within My Cluster	7. Occupational Outlook Handbook - Department of Health, Education, and Welfare	7. Teacher-Counselor observation

Concept No. 21 - There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives:

1. The student will become aware of desirable attitudes and behaviors.
2. The student will learn attitudes and behaviors which enhance success in present endeavors.
3. The student will learn to develop positive attitudes and behaviors conducive to success.

Learning activities:	Resources	Evaluation
1. Discussion of how to use resources available in the community for finding jobs	1. Society for Visual Education Filmstrip: G-614-9 Job Seeking Skills	1. Student oral evaluation
2. Discussion and listing of personal appearance characteristics that will help or hinder in getting a job	2. Society for Visual Education Filmstrip: G-614-10 Personal Appearance	2. Student oral evaluation
3. The "How-to's" of resume writing	3. Society for Visual Education Filmstrip: G-614-11 Resume	3. Teacher-Counselor observation
4. The "How-to's" of filling out an application	4. Society for Visual Education Filmstrip: G-614-12 Applications	4. Teacher-Counselor observation
5. Discussion of successful interview technique	5. Society for Visual Education Filmstrip: G-614-13 Interviews	5. Teacher-Counselor observation
6. Three Kinds of Authority (role-play and discussion)	6. Supporting Activity 16G - Unit 16 Jr. High Innerchange	6. Student oral evaluation

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Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
1. Terrific Telegrams	1. Getting to Know Booklet (Nicolet) p. 3	1. See Concept No. 3
2. Thinking Good Things	2. Getting to Know Booklet (Nicolet) p. 4	
3. I am Proud (Coat of Arms)	3. Occupational Information Booklet (Nicolet) p. 4	
4. Needs Assessment	4. Occupational Information Booklet (Nicolet) p. 5	
5. Satisfying Needs	5. Getting to Know Booklet (Nicolet) p. 25	

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. Getting to Know Your Interests	1. Getting to Know Booklet (Nicolet) p. 5, 6, 7	1. See Concept No. 3
2. What are Values	2. Getting to Know Booklet (Nicolet) p. 11, 12	
3. Come to Your Senses	3. Supporting Activity 2F Sr. High Innerchange	
4. Feelings, Thoughts, and Actions	4. Innerchange Experience Sheet - Unit 2	
5. Dreams Come in all Forms	5. Supporting Activity 3F Sr. High Innerchange	
6. Draw the Dreamer's Dream	6. Supporting Activity 3G Sr. High Innerchange	

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Getting to Know Your Strengths	1. Getting to Know Booklet (Nicolet) p. 8, 9, 10	1. Teacher constructed evaluation questionnaire measuring students awareness of first three concepts
2. The Johari Window	2. Supporting Activity 30F Sr. High Innerchange	2. Beginning of student journal
3. Make a Mask	3. Supporting Activity 30G Sr. High Innerchange	

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:	Resources	Evaluation
1. Career Development Interview Guide	1. Occupational Information Booklet (Nicolet) p. 45	1. Teacher observation of students
2. Importance of Work	2. Goals, Selection, and Planning Booklet (Nicolet) p. 8B	2. See Concept No. 6

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources	Evaluation
1. Getting to Know Your Opportunities	1. Getting to Know Booklet (Nicolet) p. 27, 28, 29	1. Evaluation of student reports by teacher
2. Occupational Study Guide	2. Occupational Information Booklet (Nicolet) p. 10	
3. Brief introduction to WOIS program and job listings	3. WOIS computer	

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities:	Resources	Evaluation
1. Occupational Study Guide	1. Occupational information Booklet (Nicolet) p. 10	1. Evaluation of student reports by teacher
2. Group activity geared to increasing students awareness of how occupations can be and are classified	2. Self constructed activity by the teacher	2. Teacher observations
		3. Teacher-student discussion of progress to this point
		4. Update on student journal

Concept No. 7 - Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings work can have personally.

Learning activities:	Resources	Evaluation
1. Developmental Nature of a Career	1. Occupational information Booklet (Nicolet) p. 6 and 7	1. Written reports on guest speakers and on-site tours
2. Guest speakers of various ages, occupational backgrounds, and educational levels	2. None	
3. On-site tours of local industries and businesses	3. None	

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:	Resources	Evaluation
1. Vocational Interests and Aptitudes	1. Occupational Information Booklet (Nicolet) p. 12	1. Teacher constructed questionnaire to evaluate students awareness to present on various concepts and information presented
2. Helping Someone Learn	2. Supporting Activity 5F Sr. High Innerchange	2. Update of student journal
3. How it's Done	3. Supporting Activity 5H Sr. High Innerchange	

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student will be able to identify with an increasing variety of occupations.
3. The student will be encouraged to gain experience in a variety of work situations.
4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning activities:	Resources	Evaluation
1. Question Game	1. Occupational Information Booklet (Nicolet) p. 17	1. Student evaluation of self pertaining to abilities and limitations regarding their career interests (to be added to student journal)
2. Someone I Admire	2. Supporting Activity 22G Sr. High Innerchange	
3. WOIS System - Student Forms	3. WOIS System	

Concept No. 10 - Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience whenever possible working cooperatively with other people.

Learning activities:	Resources	Evaluation
1. Field trips to businesses	1. Community	1. Teacher observation from student discussions
2. Guest speakers from industries	2. Community	
3. What Price Victory	3. Supporting Activity 14F Sr. High Innerchange	
4. Comparing competition and cooperative volleyball - a class experiment	4. Supporting Activity 14G Sr. High Innerchange	
5. How to you feel about competition?	5. Supporting Activity 14I Sr. High Innerchange	

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning activities:	Resources	Evaluation
1. Occupational Prestige and Ranking	1. Occupational Information Booklet (Nicolet) p. 65-69	1. Update on student journal
2. Helps and Hindrances	2. Supporting Activity 18F Sr. High Innerchange	2. See Concept No. 12
3. People are remembered for their decisions	3. Supporting Activity 18G Sr. High Innerchange	
4. The key word is Choice	4. Innerchange Experience Sheet - Unit 18 Sr. High Innerchange	

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources	Evaluation
1. Getting to Know Your Needs	1. Getting to Know Booklet (Nicolet) p. 23, 24	1. Teacher constructed questionnaire to evaluate concepts 10, 11, 12
2. Voting your Values	2. Supporting Activity 4F Sr. High Innerchange	
3. America Right or Wrong	3. Supporting Activity 4G Sr. High Innerchange	

Concept No. 13 - Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.
2. The student will relate individual potential to environmental factors in making choices.

Learning activities:	Resources	Evaluation
1. Getting to know your responsibilities to others	1. Getting to Know Booklet (Nicolet) p. 25	1. Teacher observation
2. Getting to know your responsibilities to yourself	2. Getting to Know Booklet (Nicolet) p. 26	2. Update of student journal
3. Quotations can Inspire	3. Supporting Activity 23G Sr. High Innerchange	
4. The Pony Sale	4. Supporting Activity 23H Sr. High Innerchange	

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources	Evaluation
1. Getting to Know How to Decide	1. Occupational Information Booklet (Nicolet) p. 30-34	1. Student self evaluation (to be added to student journal)
2. Advice, Anyone?	2. Supporting Activity 17H Sr. High Innerchange	
3. How Should I Solve My Problems?	3. Innerchange Experience Sheet - Unit 17 Sr. High Innerchange	

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effect supply and demand have on various careers.
2. The student will understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities:	Resources	Evaluation
1. Guest speakers and possible tours	1. Local businesses and industries	1. Student report on guest speakers
2. Information from WOIS system dealing with various occupations and projected openings	2. WOIS system	2. Teacher evaluation of student completed worksheets

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources	Evaluation
1. Getting to Know Your Interests	1. Getting to Know Booklet (Nicolet) p. 5 and 6	1. Teacher observation of class discussions
2. Looking Into My Future	2. Supporting Activity 35F Sr. High Innerchange	2. Student report of how his/her interests, values and career choices have or have not been altered since Concept No. 1
3. Tell Me About You	3. Supporting Activity 35I Sr. High Innerchange	

Concept No. 17 - Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Objectives:

1. The student will learn the satisfying aspects of success in work.
2. The student will learn to recognize personal success and its positive effects.
3. The student will learn to identify career interests and preferences through experience in paid and unpaid work.

Learning activities:	Resources	Evaluation
1. Success Bombardment	1. Supporting Activity 20F Sr. High Innerchange	1. Teacher observation from class discussions
2. Cop-outs and Other Games	2. Supporting Activity 20G Sr. High Innerchange	

GUIDANCE
10

Concept No. 1 - An understanding and acceptance of self is important throughout life.

Objectives:

1. The student will understand the importance of developing an awareness of both strengths and limitations.
2. The student will realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.
3. The student will recognize individual responsibility for self-direction.

Learning Activities:	Resources	Evaluation
1. Careers Available List	1. Getting to Know Booklet (Nicolet) p. 1 and 2	1. See Concept No. 3
2. Getting More in Touch With Me	2. Supporting Activity 2G Unit 2 Sr. High Innerchange	
3. Needs Assessment	3. Occupational Information Booklet (Nicolet) p. 5	
4. Getting to Know Your Needs	4. Getting to Know Booklet (Nicolet) p. 23 and 24	
5. Thinking About Yourself	5. Goals, Selection, and Planning Booklet (Nicolet) p. 12	

Concept No. 2 - Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student will learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student will learn to recognize the interests, abilities, attitudes, and values of others.
3. The student will learn to differentiate between the interests, abilities, attitudes, and values of self and others and accept and tolerate similarities and differences.

Learning Activities:	Resources	Evaluation
1. Values Auction	1. Getting to Know Booklet (Nicolet) p. 13	1. See Concept No. 3
2. Work Values	2. Getting to Know Booklet (Nicolet) p. 14, 15	
3. Life-Style Lines	3. Getting to Know Booklet (Nicolet) p. 16-21	
4. When Feelings Collide	4. Supporting Activity 2H Sr. High Innerchange	
5. Finishing a Dream	5. Supporting Activity 3H Sr. High Innerchange	
6. Dreaming	6. Innerchange Experience Sheet - Unit 3	

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. From Ordinary to Outrageous	1. Innerchange Experience Sheet - 13F	1. Teacher constructed evaluation questionnaire measuring students awareness of first three concepts
2. It Pays to Advertise	2. Innerchange Experience Sheet - 13H	2. Beginning of student journal

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:	Resources	Evaluation
1. Self-Sufficiency	1. Developmental Guidance Experience Booklet p. 58	1. Teacher observations of students 2. See Concept No. 6

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources	Evaluation
1. Selecting and Preparing for an Occupation	1. Developmental Guidance Experience Booklet p. 17 - Set II	1. Evaluation of student reports by teacher
2. Brief introduction to WOIS program and job listings (more emphasis for sophomores)	2. WOIS computer	

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities:	Resources	Evaluation
1. Group activity geared to increasing students awareness of how occupations can be and are classified	1. Self constructed activity by the teacher	1. Evaluation of student reports by teacher
		2. Teacher observations
		3. Teacher-student discussion of progress to this point
		4. Update on student journal

Concept No. 7 - Work means different things to different people.

Objectives:

1. The student will understand the various meanings work can have to different people.
2. The student will understand that occupational choices are based on needs, abilities, and interests.
3. The student will become aware of the possible meanings work can have personally.

Learning activities:	Resources	Evaluation
1. Guest speakers of various ages, occupational backgrounds, and educational levels	None	1. Written reports on guest speakers and on-site tours
2. On-site tours of local industries and businesses	None	

Concept No. 8 - Education and work are often interrelated.

Objectives:

1. The student will realize that different kinds of work require varying degrees and types of educational preparation.
2. The student will learn the value of relating education in work terms.
3. The student will learn the need for planning education in order to meet work goals.

Learning activities:	Resources	Evaluation
1. Relating School Courses to the World of Work	1. Occupational information Booklet (Nicolet) p. 43, 44	1. Teacher constructed questionnaire to evaluate students awareness to present on various concepts and information presented
2. How Behavior can be Shaped	2. Supporting Activity 5G Sr. High Innerchange	2. Update of student journal
3. The art of Learning	3. Innerchange Experience Sheet - Unit 5	
4. Additional information about the WOIS program relating educational levels and skills for various occupations	4. WOIS computer program	

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student will become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student will be able to identify with an increasing variety of occupations.
3. The student will be encouraged to gain experience in a variety of work situations.
4. The student will recognize individual abilities and limitations and relate them to career interests.

Learning activities:	Resources	Evaluation
1. What Is The Name Of The Job	1. Occupational Information Booklet (Nicolet) p. 17, 18, 19	1. Student evaluation of self pertaining to abilities and limitations regarding their career interests (to be added to student journal)
2. Head Trips That Keep People From Accomplishing Things	2. Supporting Activity 22F Sr. High Innerchange	
3. WOIS System - Student Forms	3. WOIS System	

Concept No. 10 - Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience whenever possible working cooperatively with other people.

Learning activities:	Resources	Evaluation
1. Role playing	1. Teacher	1. Teacher observation from student discussions
2. Field trips to businesses	2. Community	
3. Guest speakers from industries	3. Community	
4. Winning and Losing	4. Innerchange Experience Sheet - Unit 14	

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning activities:	Resources	Evaluation
1. My Cultural Identity	1. Supporting Activity 24F Sr. High Innerchange	1. Update on student journal
2. The Sounds of our Cultures	2. Supporting Activity 24G Sr. High Innerchange	2. See Concept No. 12

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student will recognize how occupational choice affects life style.
2. The student will learn to recognize values relating to occupation and life style.

Learning activities:	Resources	Evaluation
1. Admiration - an art experience	1. Supporting Activity 4H Sr. High Innerchange	1. Teacher constructed questionnaire to evaluate concepts 10, 11, 12
2. Finding Your Values	2. Innerchange Experience Sheet - Unit 4	

Concept No. 13 - Environment and individual potential interact to influence career development.

Objectives:

1. The student will be aware of the effect environment has on one's career choices.
2. The student will relate individual potential to environmental factors in making choices.

Learning activities:	Resources	Evaluation
1. Life Time Span 2. You Can Take Charge	1. Occupational Information Booklet (Nicolet) p. 8	1. Teacher observation
3. Facts and figures on relating sex, educational level, marital status, and geographic preference to job choices	2. Supporting Activity 23F Sr. High Innerchange	2. Update of student journal
	3. Cost of living index WOIS system Statistics from Dept. of Labor	

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student will be aware that career development is a life long process.
2. The student will become conscious of individual responsibility and the direction one can exert on career development.
3. The student will learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources	Evaluation
1. Steps for Solving a Problem Responsibly	1. Supporting Activity 17F Sr. High Innerchange	1. Student self evaluation (to be added to student journal)
2. Consultation with the Professionals	2. Supporting Activity 17G Sr. High Innerchange	

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effect supply and demand have on various careers.

2. The student will understand the effect economic and technological factors have on supply and demand.

3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities:	Resources	Evaluation
1. Occupational Information Worksheet	1. Goals, Selection and Planning Booklet (Nicolet) p. 11	1. Student report on guest speakers
2. Guest speakers and possible tours	2. Local businesses and industries	2. Teacher evaluation of student completed worksheets
3. Information from WOIS system dealing with various occupations and projected openings (more emphasis for sophomores)	3. WOIS system	

Concept No. 16 - Leisure and avocational pursuits can complement one's work as a means of self expression.

Objectives:

1. The student will learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student will learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning activities:	Resources	Evaluation
1. Tell It Like It Is	1. Supporting Activity 35G Sr. High Innerchange	1. Teacher observation of class discussions
2. Pro-Talk	2. Supporting Activity 35H Sr. High Innerchange	2. Student report of how his/her interests, values and career choices have or have not been altered since Concept No. 1

Concept No. 17 - Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Objectives:

1. The student will learn the satisfying aspects of success in work.
2. The student will learn to recognize personal success and its positive effects.
3. The student will learn to identify career interests and preferences through experience in paid and unpaid work.

Learning activities:	Resources	Evaluation
1. Job Related Experiences	1. Occupational Information Booklet (Nicolet) p. 70, 71	1. Teacher observation from class discussions
2. Job Placement	2. Occupational Information Booklet (Nicolet) p. 72	
3. How They Got to Where They are Today	3. Supporting Activity 20H Sr. High Innerchange	
4. Success Takes Guts	4. Innerchange Experience Sheet - Unit 20 Sr. High Innerchange	

Concept No. 18 - Individuals are responsible for their career planning.

Objectives:

1. Students will learn that career satisfaction and success is each person's responsibility.
2. Students will learn the mechanics of career planning.
3. Students will learn the necessity of acting to fulfill plans.

Learning activities:	Resources	Evaluation
1. Factors That Influence Occupational Choice	1. Goals, Selection and Planning Booklet (Nicolet) p. 19A	1. Teacher constructed questionnaire
2. Risk Can Be Adventure	2. Supporting Activity 15F Sr. High Innerchange	
3. The First Time I	3. Supporting Activity 15G Sr. High Innerchange	
4. Risk-Taking	4. Innerchange Experience Sheet - Unit 15 Sr. High Innerchange	

Concept No. 19 - Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives:

1. Students will develop an understanding of sources of occupational information.
2. Students will learn how to independently obtain answers to career questions.
3. Students will learn to use this information for vocational and educational decisions.

Learning activities:	Resources	Evaluation
1. Exploring Occupations	1. Occupational Information Booklet (Nicolet) p. 9 WOIS system	1. Student reports on occupations from information from WOIS and other sources
2. Introduction to Occupations	2. Goals, Selection and Planning Booklet (Nicolet) p. 9, 10 WOIS system	
3. Occupational Information Worksheet	3. Goals, Selection and Planning Booklet (Nicolet) p. 11-C-1	

Concept No. 20 - Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives:

1. The student will learn the similarities between jobs in a cluster of occupations.
2. The student will learn the value of maximizing alternatives within a cluster of occupations.
3. The student will learn the value of adaptability in a changing job market.

Learning activities:	Resources	Evaluation
1. General Vocational Aptitudes	1. Occupational Information Booklet (Nicolet) p. 13, 14 WOIS system	1. See Concept No. 19 Continuation of student reports and worksheets
2. Areas of Work - Career Clusters	2. Occupational Information Booklet (Nicolet) p. 20-37 WOIS system	
3. Some occupations related to interests and abilities	3. Occupational Information Booklet (Nicolet) p. 46-65 WOIS system	

Concept No. 21 - There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives:

1. The student will become aware of desirable attitudes and behaviors.
2. The student will learn attitudes and behaviors which enhance success in present endeavors.
3. The student will learn to develop positive attitudes and behaviors conducive to success.

Learning activities:	Resources	Evaluation
1. Vocational Interests and Aptitudes	1. Occupational Information Booklet (Nicolet) p. 12	1. Teacher evaluation of job interviews, assertiveness training and overall student awareness of concept
2. Practice job interviews Role playing	2. Teacher	
3. Assertiveness Training	3. Teacher	
4. Ethics and Confidentiality between employer and employee	4. Developmental Guidance Experience Booklet Part II p. 39	
5. Personal Appearances and First Impressions	5. Developmental Guidance Experience Booklet Part II p. 44	
6. Words are Only Part of It	6. Supporting Activity 6F Sr. High Innerchange	
7. Language as Pilot	7. Supporting Activity 6G Sr. High Innerchange	
8. Putting those skills to the acid test	8. Supporting Activity 6H Sr. High Innerchange	
9. Communication, Anyone?	9. Innerchange Experience Sheet - Unit 6	
10. Taking and Giving Up Control	10. Supporting Activity 19F Sr. High Innerchange	
11. Three Kinds of Authority	11. Supporting Activity 19G Sr. High Innerchange	
12. How do You Feel About Authority?	12. Innerchange Experience Sheet - Unit 19 Sr. High Innerchange	
13. I Want It - You Can't Have It		
14. Aggressive, Submissive or Assertive		

Concept No. 21 - There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives:

1. The student will become aware of desirable attitudes and behaviors.
2. The student will learn attitudes and behaviors which enhance success in present endeavors.
3. The student will learn to develop positive attitudes and behaviors conducive to success.

Learning activities:	Resources	Evaluation
	13. Supporting Activity 26F Sr. High Innerchange	
	14. Supporting Activity 26G Sr. High Innerchange	

Concept No. 22 - Job characteristics and individuals must be flexible in a changing society.

Objectives:

1. The student will become aware of the flexible and inflexible aspects of jobs.
2. The student will learn the need for individual flexibility in a changing society.
3. The student will learn to relate individual needs for flexibility to realities of the work world.

Learning activities:	Resources	Evaluation
1. Where Jobs Will Be In The Next Decade	1. Occupational Information Booklet (Nicolet) p. 38-42	1. Completed student journal
2. All the Me's I Am and Have Been	2. Supporting Activity 12F Sr. High Innerchange	2. Overall teacher constructed questionnaire to evaluate the total program
3. Significant People Who Have Affected My Life	3. Supporting Activity 12H Sr. High Innerchange	
4. The Me's That Make Up The I	4. Innerchange Experience Sheet - Unit 12	

APPENDIX N

CAREER EDUCATION

FOREIGN LANGUAGES GRADES 9-12

The following professional staff at Badger High School developed the foreign languages section of the Lake Geneva Schools Career Education Plan:

Ms. Judy Misener, Department Chairperson
Ms. Gloria Chapman
Mr. Richard Koehler
Mr. Gerald Koch
Ms. Elaine Mattson

INTRODUCTION

Most people believe that if a person wishes to pursue a career in foreign languages, one automatically would become a translator, airline attendant, or teacher. The same people often believe that unless one is planning just such a career, one does not need to study a foreign language. This is a very limited view of the potential job market awaiting students who have acquired a skill in a foreign language. Few people use a foreign language to the exclusion of all other skills and knowledge; it is this fact that is the key to innumerable job opportunities which utilize a foreign language.

For some occupations, such as translator, interpreter, foreign language teacher, or military interrogator, foreign language is the major component of required skills. But even in these jobs, other skills in geography, technology, political science or education may be necessary if one is to perform adequately. For other occupations, such as customs officials, flight attendants and pilots, and importers, a foreign language is but one of many required skills. Increased technological advancements are now contributing to more job opportunities in foreign languages--international communication, computer related jobs, personal service jobs. As technology increases, it becomes more and more essential to communicate with more people from other nations. Finally, some occupations may not require a foreign language but are enhanced by it. As the job market tightens, employers are free to pick more well-rounded, versatile people, and these people often have studied a foreign language. They possess one more potentially usable skill and often this will help them secure the job of their choice, begin at a higher level job, or advance faster once on the job.

It is important that we help students discover their capabilities and interests in relation to the never ending list of occupations that do or could use a foreign language. Having a saleable foreign language skill does not mean that a student must complete a four year college degree. Often students develop a usable amount of skill within his/her high school years.

We also hope that students will gain a better understanding of the varied cultural values possessed by the people of the world. Understanding these values which are often different from ours, allows a person to better tolerate individual differences both here and abroad and to be able to function better in another culture if the opportunity arises.

Wherever the foreign language skill is developed, the student needs to know the choices open to the individual and the advantages of preparing several saleable skills at one time. Then the student may better prepare to take his/her place in the world job market.

We must acknowledge several organizations, without whose resources, our task would have been much greater. Many of our ideas and resources came from the Foreign Language Annals, published by the American Council on Teaching Foreign Languages (ACTFL), and their various workshop sessions at the national conventions. Our national organization has been a leader in encouraging the development of good, practical career materials for the foreign language teacher. We hope ACTFL continues the good work. The career programs developed by the Uniondale Schools, Uniondale, New York, and Nicolet High School, Milwaukee, Wisconsin, were immensely helpful and provided us with many useful ideas and forms.

At this point our Foreign Language Manual for Career Education is not complete. This represents an overview. We are presently developing resource lists and discussion questions as aids for the teacher, as well as more student activities. For a completed manual or more information, please contact our department.

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student should learn that dignity and worth are intrinsic to people.
2. The student should experience the value work provides both society as well as the worker.
3. The student should become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.
4. The student should realize that there is a continuous interaction between one's self-knowledge and self-acceptance and overall development.

Learning Activities:	Resources	Evaluation
Cross-Cultural Interaction: Hokies vs. Helotes	Tokens (2 different colors) instructions 2 rooms co-ordinators	discussion
Attitudinal Decision Exercise (Read statement, students move to various identified places according to their views)	teacher designed	discussion tabulation of results
Open-ended statements on work ethic.	The Changing Work Ethic	Comparison & discussion
"Dreaming" exercise sheet	exercise sheet	discussion of various responses
"Dreaming and Doing" exercise sheet	exercise sheet	discussion of various responses. Compare with dream sheet.
Look for Latin words and expressions used in English and write in a note book. (Students will feel better about taking Latin if they see it used)	Newspapers, books magazines, statues, monuments, coins, buildings	Test for English meaning

INSTRUCTIONS

The success of this learning experience together to a great measure depends on your willingness to become totally involved and play the game "for real."

You are about to be born into a new culture. In real life certain important things occur from the moment of birth. When a child is born into a particular society, that society immediately sets in motion processes for bringing the child into contact with the culture. The child is taught a language, shills and a variety of knowledges. Values, tradition, and norms are passed on to him as rapidly as he is ready to absorb them. This is socialization.

From these values and these processes a child's self-identy, his self-concept emerges. He comes to think of himself as a being of worth in relation to his particular culture.

Today you are about to be born in the land of HEELOTIA. For better or for worse, these are your people, this is your culture. Be quick to learn HEELOTIA's valus and social processes, then become fiercely loyal to them -- you know no other way.

PROCEDURES

1. With facilitator elect a HIGH HEELOT
   His responsibilities: Distribute tokens
   Interpret the law
   Enforce the law
   Monitor tasks

2. Distribute tokens: The HIGH HEELOT will distribute five tokens to each member of the group. (Extra tokens should be retained by the HIGH HEELOT. He, after all, should enjoy the added status.)

3. Proceed with instructions and adhere to the following cultural description:

VALUES

HEELOTIA, your culture, is peculiar for three major values. These values seem to color your interpersonal relationships and social processes. These are your values:

1. Red tokens are highly valued. Your people desire to amass them. They symbolize power and status and are used to control behavior in your culture.
2. Information concerning vital statistics is important to you. You constantly seek it and through the centuries it has become the major topic of conversation in your society.
3. You have a peculiar sense of privacy. Certain matters are supremely private and are never discussed with more than one person. These matters will be further itemized in the MORES section of this description.

MORES

From the above values have emerged the following MORES which members of your group follow religiously:

1. Among HEELOTS numbers are a very private matter. Never discuss numbers with more than one person at a time.

2. In your culture bodies are also a very private matter. Never touch another person nor allow yourself to be touched.

3. Through the years HELLOTIA has developed a strong taboo against eye-contact in conversation. Consequently, you never look the other person in the eye, but approach him and converse with him right side of face to right side of face.

TASKS

Today your group must accomplish two tasks, one which will require that you interact within your own HEELOT group and the other which will require that you interact with another culture, the people of HOKIA. These are your two tasks:

1. Task within Your Own Heelot Groups:

   Your task within your group is to compete for red tokens. Red tokens can be gained in two ways: First, by guessing the numerical vital statistics of fellow group members using only questions that can be answered with yes or no. E.G. Are you 5' 7"? Are you 37 years old? Do you wear size 7 shoes? A correct guess requires that the other person give you a token as a reward. YOU MAY ASK ONLY ONE QUESTION CONSECUTIVELY OF EACH INDIVIDUAL. You may, however, return to that person as many times as you like. Second, a red token can be collected from any person whom you as a HEELOT find in the act of breaking one of the cultural mores. The winner is he who at the end of the time period has amassed the most tokens through his continuous interaction with others. You may begin this task as soon as you have finished reading all these instructions.

2. Task with Hokie Culture:

   You may not begin this task until your facilitator instructs you to do so. This is your task: Your group must send emissaries in groups of three to HOKIA. While there each emissary is to acquire the following information from three HOKIES:
   a. Name
   b. Place of birth
   c. Age
   This information must be recorded and returned to the HIGH HEELOT. He then will send another emissary so that there are always three emissaries performing the task. Begin this task when the facilitator instructs you to do so.

BEHAVIOR CONTROLS

In HEELOT culture outsiders are treated differently from fellow HEELOTS. Whereas, inappropriate behavior is pubished in HEELOTIA via the red tokens, this method is not used on outsiders or non-HEELOTS. When an outsider breaks one of the treasured mores, HEELOTS shun him and show their utter disgust by walking quickly away from the offender.

So this is HEELOTIA. Learn its ways and become fiercely loyal to them. Stay in character for the duraction of this experience. Play the game for real and derive the maximum learning.

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866 United Nations Project
New York, N. Y. 10017

INSTRUCTIONS

The success of this learning experience together, to a great measure, depends on your willingness to become totally involved and play the game "for real."

You are about to be born into a new culture. In real life certain important things occur from the moment of birth. When a child is born into a particular society, that society immediately sets in motion processes for bringing the child into contact with the culture. The child is taught a language, skills and a variety of knowledges. Values, traditions, and norms are passed on to him as rapidly as he is ready to absorb them. This is socialization.

From these values and these processes a child's self-identity, his self-concept emerges. He comes to think of himself as a being of worth in relation to his particular culture.

Today you are about to be born in the land of HOKIA. For better or for worse, these are your people, this is your culture. Be quick to learn HOKIA's values and social processes, then become fiercely loyal to them -- you know no other way.

PROCEDURES

1. With facilitator elect a HIGH HOKIE
   His responsibilities: Distribute tokens
   Interpret the law (may seek further guidance from facilitator)
   Enforce the law (may seek further guidance from facilitator)
   Monitor the tasks
   Dispense clearances for inter sexual communications

2. Distribute tokens: The HIGH HOKIE will distribute five tokens to each member of the group. (Extra tokens may be retained by the HIGH HOKIE. He, after all, should enjoy the added status and influence.)

3. Proceed with the instructions and adhere to the following cultural description:

VALUES

HOKIA, your culture, is peculiar for three major values. These values seem to color much of your interpersonal relationships and social processes. These are your values:

1. Red tokens are highly valued. Your people desire to amass them. They symboloze power and status and are used to control behavior in your culture.

2. Information concerning vital statistics is important to you. You constantly seek it and through the centuries it has become the major topic of conversation in your society.

3. Much of your communication is not vocal. Vocal communication is supplemented by a body language peculiar to HOKIA and its HOLIES. This non-vocal language has deep moralistic overtones and is adhered to almost religiously.

MORES

From the above values have emerged the following mores which your group follows religiously:

1. In HOKIA culture conversations are always begun and ended with a handshake. You

shake someone's hand to signify that you wish to engage him in a conversation and then shake hands again to signify that you wish to end the conversation.

2. YES and NO are never articulated. Body language is used to express these two words. YES is signified by touching the right hand to the right shoulder, and NO, by touching the left hand to the left shoulder.

3. Permission must be obtained from HIGH HOKIE to speak to a specific woman each particular time.

TASKS

Today your group must accomplish two tasks, one which will require that you interact within your own HOKIE group and the other which will require that you interact with another culture, the people of HEELOT. These are your two tasks:

1. TASK WITHIN YOUR OWN HOKIE GROUP:

Your task within your group is to compete for red tokens. Red tokens can be gained in two ways: First, by guessing the numerical vital statistics of fellow group members using only questions that can be answered with a yes or no. E. G. Are 5' 7"? Are you 37 years old? Do you wear size 7 shoes? A correct guess requires that the other person give you a token as a reward. YOU MAY ASK ONLY ONE QUESTION CONSECUTIVELY OF EACH INDIVIDUAL. You may, however, return to that person as many times as you like. Second, a red token can be collected from any person whom you as a HOKIE find in the act of breaking one of the cultural mores. The winner is he who at the end of the time period has amassed the most tokens through his continuous interaction with others. You may begin this task as soon as you have finished reading all these instructions.

2. TASK WITH HEELOT CULTURE:

You may not begin this task until your facilitator instructs you to do so. This is your task. Your group must send emissaries in groups of three to HEELOTIA. While there, each emissary is to acquire the following information from three HEELOTS within five minutes.
a. Date of birth
b. Height and weight
c. Soze of shoe

BEHAVIOR CONTROLS

In HOKIA culture outsiders are treated differently from fellow HOKIES. Whereas, inappropriate behavior is punished in HOKIA via the red tokens, this method is not used on outsiders or non-HOKIES. An outsider who breaks HOKIAN mores is firmly and surely evicted from the HOKIAN environment.

So this is HOKIA. Learn its ways and become fiercely loyal to them. Stay in character for the duration of this experience. Play the game for real and derive the maximum learning.

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Wider Horizons Project
866 United Nations Project
New York, N. Y. 10017

Debriefing: Understanding What Happened

I. General Impressions

- A. What is your general impression of Hokies?
    1. Attempt to get general impressions rather than a description of specific behaviors alone.
    2. How do you feel about Hokies?
- B. Does this give an accurate interpretation of your people? Why? Why not?
- C. Reverse the above procedure.

II. Cross Cultural-Interface

- A. How did it feel to enter a new culture?
- B. How did it feel to receive someone into your own culture?

III. Specific encounters

Debrief concerning specific behaviors observed by the facilitators

IV. Seconds

- A. If you were to engage in this experience again, what would you do?
- B. What implications does it have for behavior in the classroom?

Received at workshop sponsored by
Wider Horizons Project
866 United Nations Project
New York, N. Y. 10017

Nicholet Appendix

Information about work in travel may be obtained from:

American Society of Travel Agents
Training Department
360 Lexington Avenue
New York, N. Y. 10017

Institute of Certified Travel Agents
610 RCA Building
1901 North Moore Street
Arlington, VA. 22209

National Ass'n of Travel Organizations
900 17th Street NW
Washington, D.C. 20006

Classes in tourism are being conducted in universities such as Hawaii, Florida International (Miami), Michigan State, New York University.

Information about hotel/motel/restaurant management if obtainable through:

American Educational Institute of the
American Hotel and Motel Ass'n.
The Stephen Nesbitt Building
Michigan State University
East Lansing, MI 48823

The National Restaurant Ass'n
1 IBM Plaza
Suite 2600
Chicago, ILL 60611

Information about Bar examination/lqw school may be acquired through:

Ass'n of American Law Schools
One Dupont Circle, NW
Washington, D. C. 20036

Section of Legal Education and Admissions
to the Bar
American Bar Association
1155 East 60th Street
Chicago, IL 60637

A list of accreditied library schools is obtainable from:

Committee on Accreditation
American Library Association
50 East Huron Street
Chicago, IL 60611

Among the universities offering graduate work in international business (with big foreign language emphasis are:

American Graduate School of
International Management Glendale, AZ 85306

Director of Graduate Studies
College of Business Administration
The University of South Carolina
Columbia, SC 29208

The Graduate School of Management
University of Dallas
Irving, TX 75061

Office of International Business Studies
The University of Georgia
Athens, GA 30602

Open-ended statements: The Work Ethic

1. To me, being materialistic is:
2. I would consider myself a success in life if:
3. I would be ashamed to do work that:
4. I would be proud to do work that:
5. I look down on people who:
6. I look up to people who:
7. Job satisfaction to me means:
8. To me, being accepted at a college would:
9. I think that the most important job management problem today is:
10. I think that pride in my work is:
11. I think that generations ago people used to work because:
12. Taking something for nothing is:
13. Work to me is:
14. Retirement to me means:
15. Leisure time for me is:
16. The standard of living that I want to achieve includes:
17. A good salary is:
18. If a product says,"Made in the U.S.A." , I believe it is:
19. I believe that most people feel that their jobs are:
20. I think that getting ahead depends on:
21. For me, security in life means:
22. The most important thing about work for me is:

DREAM SHEET

When I become fully employed for a long period of time in an occupation, I will feel most happy and fulfilled if it has the following characteristics and requirements.

	Desirable	Unsure	Undesirable
1. A high level of responsibility requiring key decisions involving property, finances, or human safety and welfare.			
2. The opportunity to travel extensively on the job, to be able to transfer to various parts of the United States, or to find similar positions available throughout the country.			
3. Jobs highly concentrated in one or a few geographical locations.			
4. The opportunity to compete with other people on the job for recognition and advancement.			
5. Requires physical stamina for continued lifting, standing, and walking.			
6. The opportunity to work with technical data, numbers, or written materials on a continuous basis.			
7. Allows me to see the physical results of my work; my work produces a tangible product.			
8. Allows me to have the freedom to use my own ideas.			
9. Generally confined to one work area.			
10. Allows me to motivate and influence others.			
11. Provides work hours other than normal daytime shifts - overtime and/or shift work.			

21.

DREAM SHEET -

	Desirable	Unsure	Undesirable
12. Working under close supervision where job performance and ourk standards are controlled by the supervisor.			
13. Can direct and supervise the activities of others.			
14. Allows me to work outside or be subject to temperature extremes.			
15. I can perform the same task on a continuing basis.			
16. Provides opportunity to assist people in a helping relationship.			
17. Allows me to work with ideas and use my mind to solve problems.			
18. Requires pleasing personality and ability to get along with others.			
19. Allows me to work with things at tasks requiring manual skills.			
20. Allows me to work independently requiring initiative, self-discipline, and the ability to organize.			
21. Allows me to work as part of a team interacting with fellow employees in performing work.			
22. Requires at least a college degree. (At least Bachelor's Degree)			
23. Requires an Associate of Arts Degree. (2 years training beyond high school)			
24. Requires some form of non-degree post high school training program such as technical school or appreticeship.			
25. Requires a high school diploma.			

DREAM SHEET - 3

Write a brief summary of what you have discovered about the way you feel about a career at this point in your life.

I feel, at this time, that the desirable things I am seeking in occupational fulfillment are:

I feel, at this time, that the undesirable things in occupational fulfillment are:

I feel, at this time, that I am unsure about occupational fulfillment regarding:

List the numbers of the items you designated as desirable qualities in this space.

DREAMING AND DOING

Dream Sheet Desires Life Style Lines			Opportunities To:	Experience Check Sheet Action			
Desirable	Unsure	Undesirable		Have Developed	Am Developing	Will Develop	No Intention To Develop
			Assume Responsibility				
			Work With People				
			Work With Technical Data				
			Use Ideas Freely				
			Motivate Others				
			Work Under Supervision				
			Work Independently				
			Use Manual Skills				
			Develop A Moral Attitude Compatible With Society				
			Gain A High Level Of Education				
			Gain Prestige				
			Gain Security				
			Make Money				

Concept #2: Individuals differ in their interests, abilities, attitudes, and values.

Objectives:

1. The student should learn to recognize personal individual interests, abilities, attitudes, and values.
2. The student should learn to recognize the interests, abilities, attitudes, and values of others.
3. The student should learn to differentiate between the interests, abilities attitudes, and values of self and others and should accept and tolerate similarities and differences.
4. The student should learn to recognize and tolerate differences in individual and values within various cultures.

Learning Activities:	Resources	Evaluation
I'm O.K. You're O.K.	Record & Filmstrip WEAC Human Relations Comm	discussion
Study of world wide non-verbal language	1 classroom set The Silent Language Student experiences	Read and discuss
Use foreign exchange student to discuss how Americans are "odd"	F & S students	discussion
View "Future Shock"	Film rental	question sheet and discussion
Study of: French Gestures Spanish Gestures German Gestures	Filmstrip & handbook	ability to do and understand gestures discussion
Discover difference in values through advertisements (use of magazines)	Foreign & American magazines	picture essay; discussion; list differences
Stereotyping activities: List ideas of the "real Frenchman, Spaniard, etc." Then discuss true ideas.	worksheets from WAFLT; Green Lake Conference Realities (French)	compare and discuss ideas
Discover Cultural differences in other countries	Cultural Assimilators	do exercises and discuss

Culture Assimilator

Mary is on her first trip abroad from Springfield, Ill. She is in Lyon, France with her traveling companions seeing the sights when she decides she needs to leave the group to visit the restroom. She tells the others she will meet them at the corner cafe in five minutes and runs to the W. C. As she walks in she glances in the mirror, notices the day has been rough on her hair and her make-up and procedes with a quick repair job. As she is combing her hair she notices in the mirror a young man come in. She freezes.

The most logical thought to run through her mind would be:

1. He's following me. Oh no! Everything I heard is true. These dirty French men have only one thing on their mind! I should never have left the safety of the group.

2. He must be the plumber. At least back home they knock and announce they are coming in.

3. He and his girlfriend must have argued and she ran in here and he's tired of waiting for her to come out so he's come in to get her.

4. This must be a "co-ed" restroom. Come to think of it there was no "Dames" or "Messieurs" on the door. I'd forgotten this would happen.

Explanations:

1. Sorry - your ego is showing. If a Frenchman is interested in you, he will find a more interesting place to strike up a conversation. And be careful generalizing about a group of people can get you into trouble. People, including the French, are individuals, just like you.

2. He could be a plumber, but is he carrying any tools? Be reasonable. Plumbers are as courteous in France as they are in the U. S.

3. This could be true, but are you rationalizing? Does he look upset? Is his expression upset or angry? Is there a young woman around who is also upset? Try again.

4. Right! Restrooms in Europe are not all separate. Men and women sharing restrooms is a common practice. Many in plane, or train stations are, to lessen tourists' uneasiness. The smaller the town or the more rural the area, the more common the coed restroom. But even in large cities the practice is not uncommon.

Culture Assimilator

Situation:
A young French chanteuse came to make her first U.S. tour. On opening night, when she stepped out on the stage the crowd whistled noisily for several minutes. The singer seemed upset and finally rushed off the stage.

Alternatives:
1. She thought the men were being very fresh and insulting her.

2. She felt that noise was very impolite.

3. Whistling in France has a different use than in the U.S.

4. She was nervous and got stage fright.

Check your choice:
1. Good guess but that's not what upset her.

2. No, French audiences are often noisy before a performance too.

3. You guessed it. In France, whistling indicates scorn and displeasure whereas hissing in France is like saying, sh, quiet in the U.S.

4. Maybe there was an element of this, too, but for a seasoned performer, the show would go on.

Situation:
The American goes tothe theater in Paris and is sh n to an excellent seat by a uniformed usher. The American thanks him graciously and sits down. In the semi-light, he sees the usher standing beside him waiting.

Alternative Explanations:
1. The usher feels protective and hates to leave his client.
2. The usher is stationed there permanently to guard foreight patrons.
3. The usher wants to talk English and sees no ppportunity.
4. The usher is waiting for a tip.

Discussion:
1. Wrong. No such feeling of responsibility twoard clients.

2. Wrong. No responsibility to guard a foreign visitor.

3. Could be....but not in this situation.

4. Right. Ushers expect a tip in theaters and opera

Culture Assimilator

Description of situation:

An American student has just arrived in Norway, Germany, or France -- shortly thereafter, the student is told that the whole family and student have been invited to a friend's house for dinner. The student has been told that as a new guest, he is expected to bring a gift of flowers or a box of candy as a token of respect for the hostess. The student goes out and buys a potted plant, namely a pot of chrysanthemums. Student presents this plant to the hostess. The hostess shows a noticeable lack of warmth in accepting this gift. Why?

Alternatives:

1. The hostess is allergic to mums.
2. Student should have presented roses or carnations instead.
3. Flowers are not as acceptable as chocolates.
4. Potted flowers are not given, only cut flowers are.
5. Potted plants suggest that the hostess is potted.

Explanation:

1. Although your choice is logical for an American with allergies, you cornball, go back and try again.

2. This is the correct choice. Flowers should be something which one associates with elegance, not with funerals as chrysanthermums are.

3. Both are equally acceptable. The clue lies in the plant, but due to the type of plant, which suggests funerals, this answer is not correct.

4. Partially true. Potted plants are not given, though, as a hostess gift, by a young person.

5. "Potted hostess" is English, not French, and does not suggest the same thing in French as it does in English.

CULTURE ASSIMILATOR

INFORMATION PARAGRAPH:

An American girl, visiting in France for the first time is attending a dinner with a French family where there are several guests. During the meal the hostess offers more food to the American visitor. She refuses saying, "Je suis pleine." ("I am full.") All conversation ceases, and everyone stares at her in shock.

ALTERNATIVE EXPLANATIONS
FOR THE MISUNDERSTANDING:

1. The French always serve seven course meals and this is only the third course.
2. The hostess is insulted that the food is not appreciated.
3. Shock on the part of the others present indicates a faux pas and that what she said was misinterpreted.
4. The others present thought she wanted to be excused in the middle of the meal.

DISCUSSION OF ALTERNATIVES:

1. Although your choice is logical for an American, and it would be impolite to completely refuse any course the French are perfectly open to small portions or tasting.
2. In some cultures this would be a reasonable assumption, but this is not a reason for shock, but it is because of the incorrect usage of the idiom involved.
3. Correct choice! The situation is her misuse of an idiom.
4. Sorry, but this is not a reason for shock. (C'est la vie!)

Culture Assimilator

Topic: Friendship and Affection

Information Paragraph: An American couple is sitting at a sidewalk cafe in France watching the people walk past. In the course of one and one-half hours at the cafe, they see several couples of young girls walk past arm in arm.

Alternative Explanations:

1. "Oh, look--this must be one of those gay areas of town we were reading about in "L'Express".

2. "How nice that one of those girls is considerate enough to help the other across the street. The blonde one does look sick, doesn't she?"

3. "They must be good friends, and not embarrassed about showing that they like each other.

4. "Do you think the one on the right is drunk?"

Discussion of Alternatives:

1. Although there is less censorship of homosexuality and lesbianism in France than in the U.S. one should beware of jumping to conclusions about foreigners. Sorry.

2. Your Boy Scout training is leeking out here. Although this is a possible explanation you have seen several couples walk past arm in arm and surely not all of them looked sick!

3. Correct choice. Outward affection between friends of the same sex is accepted and encouraged in this society. There is no shame, guilt, or embarrassment about showing someone you like her or him.

4. Sorry, but this is a stereotype of the French to be on guard against. In France, young people do have wine more easily available to them than you do. But, they are not likely to be drunk in public.

Culture Assimilator

Description of Incident: The American family arrives in Paris late at night and have their first chance to visit at the breakfast table. The children request bacon and eggs with toast. The hostess seems quite taken back and states that they do not have any bacon or eggs in the house.

Alternative explanations of incident:

1. The French family is poor and cannot affort bacon and eggs.

2. She is a poor hostess and did not stock ample groceries.

3. The French do not serve a large meal at breakfast such as bacon and eggs but only coffee and rolls.

4. The French hostess would expect the adults to order for the children.

Discussion of Alternatives:

1. Sorry but even on a limited budget the hostess could have provided this.

2. Not true, for French women take much time for select shopping and preparation of meals, especially when guests are coming.

3. This is the correct choice. For breakfast the French usually have coffee and croissant rolls or for the children a bowl of cereal with considerable amount of milk. Also rplis would be offered or fresh buttered bread called "les tartines".

4. This would be true in a restaurant but at home the children would speak for themselves.

Concept # 6: Education and work are often interrelated.

Objectives:

1. The student should realize that different kinds of work require varying degrees and types of educational preparation.

2. The student should learn the value of relating education in work terms.

3. The student should learn the need for planning education in order to meet work goals.

Learning Activities	Resourses	Evaluation
List technical vocabulary for occupations in target language.	Foreign Languages for Vocational Training Practical Spanish for Border Patrol Officers	Discuss list Learn vocabulary Role play
Role-playing in language with technical vocab.	See clusters	Student participation in role-playing situations
Research specific occupations and responsibilities, requirements	Career data books, computer Career file Mash 7	Completion of investigative forms; discussion to share information, reactions.
List various latin phrases and expressions found in our daily living.	Vocabulary for College Bound Student (French, Spanish, Latin)	Completion of listed activities.
Complete vocabulary work sheets in Latin, Spanish & French. Words used in English.		
Grammar activity (value in learning Eng.)	To be devised	
Look for advertisements that bear a foreign influence.	Magazines, newspapers	Collection of ads.
View "Language in the Market place"	rental from American-Swiss Association	Discuss reactions.
Study & learn: the parts of the body Many are actual Latin words --- Law terms --- Medical terms --- abbreviations needed for writing or just general info.	Textbooks (Levels I-III)	Test

Concept # 5: There is a wide variety of occupations.

Objectives:

1. The student should recognize that there is a wide variety of occupations.

2. The student should learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Concept # 20: Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives:

1. The student should learn the similarities between jobs in a cluster of occupations.

2. The student should learn the value of maximizing alternatives within a cluster of occupations.

3. The student should learn the value of adaptability in a changing job market.

Learning Activities:	Resources	Evaluation
View & discuss "Eau Claire Scroll of Occupations."	Teacher made scroll.	Discussion
Use map of world and discuss areas where target language is spoken.	our maps	Completion of map, list, & discussion
Use ditto map of world. Student fills in countries where student thinks target language is spoken. Through discussion, add any extras. (latin--could do this in fields/areas)	ditto maps of world	

Exploration through career clusters:

MASH units 2,3,4,5 (communications)
MASH unit 9 Foreign Servise (mash 10)
MASH unit 12 teaching, Requirements for teaching form
MASH unit 13 Hotel and Management form -- USE OUR POSTER.
MASH unit 14 Secretaries
MASH unit 15 Airlines and occupational fact-finding forms
MASH unit 16 Social Services
MASH unit 17 Personal Services
MASH unit 18 Review of Field of Services & form
MASH unit 19 Marketing (Use ads here for jobs needing F.L.)
MASH unit 20 Foreign Market Consultant
MASH unit 21 Banking
MASH unit 22 Import-Export
MASH unit 23 Review on marketing (MBA Texas and Arizona)

Activities	Resources	Evaluation
List jobs in which students see no apparent need for a Foreign Language. Through discussion, show how some of these could use a foreign language.	teacher student Occupation list	discussion Student presents imaginary situation in which there is an unexpected need for a foreign language.
Establish familiarity with career materials.	Career materials in dept. and counseling dept.	Make out sample job description.
View film on United Nations.	film rental	discussion
Meet government rep. and learn responsibilities of job.	govt. speaker	discussion
Role play with situations in U.N.	teachers	student participation in role playing.
Reasearch one job connected with the UN, and one job connected with the following branches of govt: Foreign Affairs, Immigration, U.S. Information Agencies Agency for International Development, Bureau of Foreign Affairs.	Career data books. career file. teachers	completion of form and sharing of info.
General exploration of two careers in Mash 6.	MASH 6 Career data books	completion of forms and sharing of info.
Visit by representative of the consulate.	member of consulate	discussion
Explore college requirements for foreign language teaching in at least 5 colleges of their choice.	Career books. college catalogs	completion of form
Learn cultural differences which affect hotel and management in different countries.	texts cultural units	test discussion
Role play in hotel and restaurant situations using technical vocab.	poster on vocab. in different langs.	student participation

Learning Activities	Resources	Evaluation
The teacher will elicit from the students the different types of jobs in the secretarial area.	Student teacher	List of jobs. discussion
Collect ads for jobs desiring a foreign language.	Newspapers Magazines	Collection of ads.
Discuss with the students the desirability of a strong Foreign language background in the personal services field.	Teacher student Career files	discussion
Survey parents of the students in the class and compile a list of those parents whose occupations deal in personal services.	Students parents	Compile & discuss findings
General career exploration in personal services field.	Career files Career books	Complete exploration form.
Discover the importance of knowing a foreign language in the area of international trade through magazine ads.	Magazines. Newspapers	Compile collection of ads. Discussion
The teacher will then list at the board the three major areas in international trade: private business, (1/3 of all trade with Canada, 1/3 with Latin America, 1/3 with Europe), banking and investing, and market analysis. The teacher will then ask the students to group some American concerns trading abroad under the appropriate heading.	Student teacher List of companies	Discuss groupings
Guest speaker from International banking field	Guest speaker	Discussion & reaction
Role play as importer/exporters	Students teacher Props	Student participation
Guest speaker on foreign market consultant responsibilities	Guest speaker	Discussion & reaction
Research and write a job profile on one of the following occupations involved in the foreign market trade.	Career data books Career files.	Completion of 1 job profile

Learning Activities	Resources	Evaluation
Students name jobs in which they see no apparent need for a Foreign Language. Through discussion, show how some of these could use a foreign language.	Students teacher	Discussion
Establish familiarity with the D. O. T. and other career materials.	Career material in counselor's office career file	Discussion Activity form
Each student will present an imaginary situation in writing, in which there is an unexpected need for a Foreign Language skill.	career books. career file newspapers	Written assignment
View film on U.N. Discuss responsibilities.		Discussion Completed research form
Guest speaker on government jobs.	government agency	Discussion
Roleplay in various governmental job situations.	Student teacher	Student participation & reaction
Research one job with the U.N. and one job with other govt. services	career data books. career file govt. agencies	Completion of job profile sheet
General exploration of careers in MASH 6.	Career data books career files teacher	Completion of exploration sheets
Arrange for a visit by a member of a foreign consulate or other member of the foreign service.	foreign service or consulate	Discussion & reaction
Research requirements for foreign language teaching in at least 5 colleges or universities of the student's choice.	college catalogues career file	completion of reaearch sheets

Learning Activities	Resources	Evaluation
Research various clusters (communication marketing, service), list responsibilities and requirements.	Career books Career file	complete research
Balloon cluster poster/handout	poster	discussion
"There's a Language in Your Career"	Filmstrip & tape (Cass)	View & discuss
List as many jobs within a cluster as one can (cover all clusters in one class)	Students teachers	Share lists
Scan weekend paper for want ads. Add foreign language ability by having students indicate when, where, how it would be beneficial for specific occupation. (All levels; target language in Level III?)	newspaper student	view & discuss ads

M.A.S.H.
(1)

A. List of major areas in which U.S. firms seek employees who have a knowledge of a Foreign Language.

1. International Business Administration
2. Engineering
3. Finance
4. Marketing
5. Statistics and Computer Science
6. Advertising
7. Political Science
8. Civil Engineering
9. Law

B. Sampling of careers in the field of Communication:

1. United Nations
   a. interpreter
   b. translator
   c. secretary, stenographer, typist
2. Pan American Unions
3. Foreign Service
4. Travel Agency
   a. tour guide
5. Journalism
   a. correspondent
   b. researcher
   c. reporter
6. Publishing and Editing
7. Broadcaster
   a. announcer
   b. writer
8. Librarian
9. Science Information and Research Specialist
   a. National Aeronautics and Space Administration
   b. Bureau of Standards of the United States Government

M.A.S.H.
(2)

C. Careers in the field of Service:

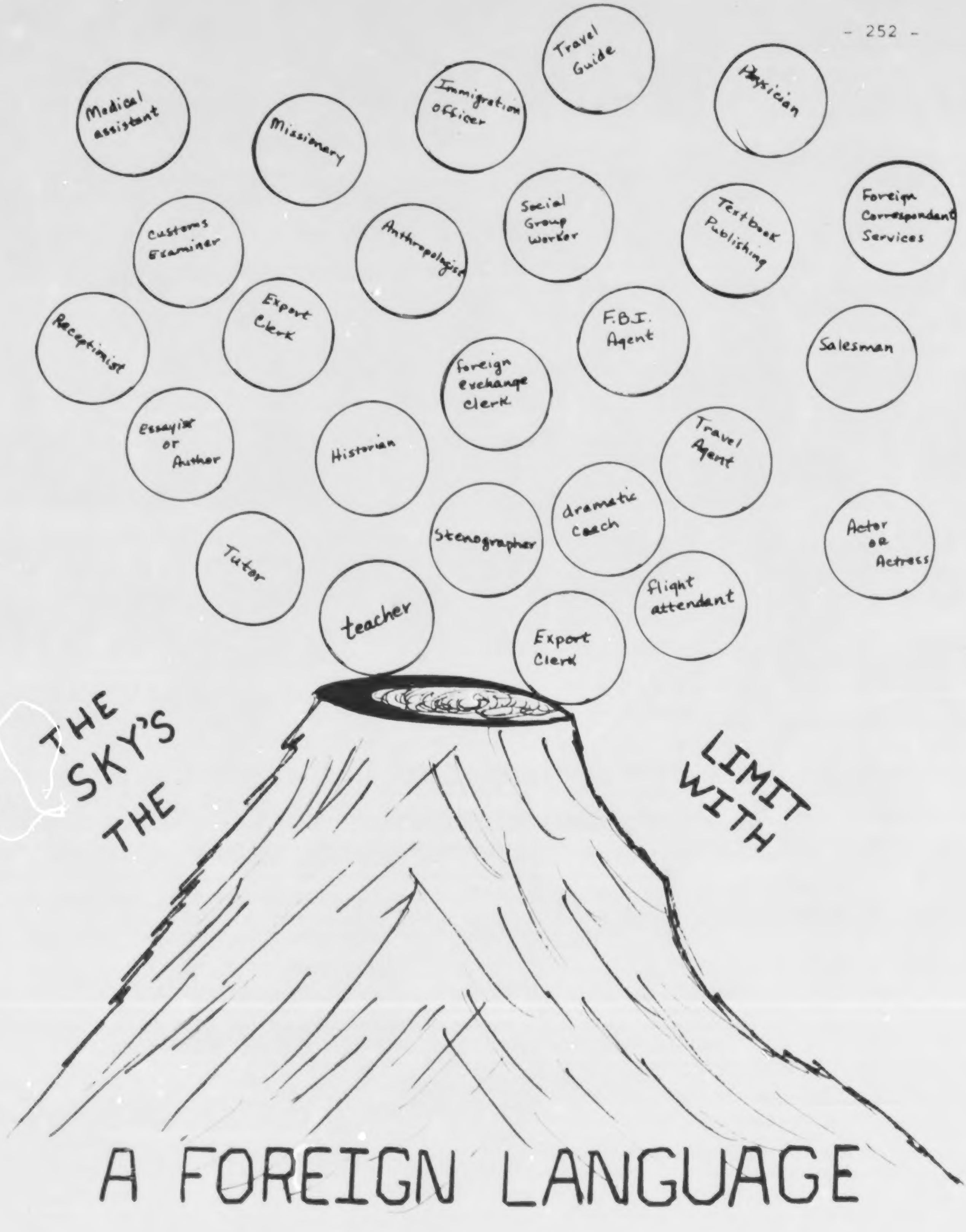
1. Teaching
2. Airlines
3. Hotel Management
4. Secretaries
5. Social Worker
6. Personal Service

D. Careers in the field of Marketing:

1. Export-Import
2. Banking and Investing
3. Couture
4. Arts and Crafts
5. Foreign Market Analyst

E. Most important employers requiring Foreign Language are:

1. United Nations
2. UNESCO
3. Department of Defense
4. Peace Corps
5. United States Department of State
6. National Security Agency
7. Pan American Union-Division of Education
8. United States Information Agency
9. Public Schools
10. Immigration Service
11. Colleges and Universities
12. Inter-American Schools Service
13. Agency of International Development
14. Overseas Airlines
15. International BAnking
16. International Marketing


Medical assistant
Missionary
Immigration Officer
Travel Guide
Physician
Customs Examiner
Anthropologist
Social Group Worker
Textbook Publishing
Foreign Correspondant Services
Receptimist
Export Clerk
F.B.I. Agent
Salesman
foreign exchange clerk
Essayist or Author
Historian
Travel Agent
dramatic coach
Stenographer
Actor or Actress
Tutor
teacher
flight attendant
Export Clerk
THE SKY'S THE
LIMIT WITH
A FOREIGN LANGUAGE

M.A.S.H. (4)

Sampling of Work Opportunities

- Advanced Hairstyling
- Agricultural & Indus. Equip. Repair Foreign parts
- Aircraft Maintenance
- Aircraft & Mechanical Services
- Animal Care (Small Animals)
- Animal Care (Care & Training of Horses & Other Large Animals)
- Architectural Drafting
- Auto Body Repair
- Automatic Heating
- Automotive Mechanics
- Automotive Transmissions
- Baking
- Banking Operations
- Barber/Beauty Shop Management
- Building Mechanics
- Carpentry
- Child Care Services
- Classical Cuisine and Catering
- Clothing Construction
- Clothing Services
- Commercial Art
- Commercial Food Preparation
- Commercial Photography
- Computer Operations & Programming
- Conservation Services
- Cosmetology
- Data Processing Operations
- Dental Assistance
- Diagnostic Tune-up & Emission Control
- Diesel Engine Mechanics
- Fashion Design
- Floral Design
- Food Services
- Graphic Services
- Health Careers
- Health Services
- Heavy Duty Truck Service
- Hospital Equipment Repair
- Hotel & Motel Management
- Industrial Electronics
- Inhalation Therapy
- Machine Trades
- Major Appliance Repair
- Marine Maintenance
- Masonry/Bricklaying
- Medical Assistance
- Medical Laboratory Assistance
- Men's Hairstyling (Barbering)
- Metal & Machine Shop Services
- Metal Fabrication
- Office Machine Repair and Service
- Office Services
- Offset Printing (Lithograp
- Optical Mechanics
- Ornamental Horticulture
- Printing and Decorating
- Parts Counterman
- Plumbing
- Practical Nursing
- Radio and Television Services
- Refrigeration and Air Conditioning
- Retail Business Management
- Service Station Management
- Small Engine Repair
- Technical Electronics
- Trade Drafting
- Trade Electricity
- Transportation Customer Service
- Upholstery & Furniture Repair
- Vending Machine Repair
- Welding

Foreign Language Career Evaluation Form M.A.S.H. 6

Using the following rating scale, list a number of careers and specify the demand of mastery of a Foreign Language needed in the areas of culture, understanding, speaking, reading and writing by placing in each column the appropriate number.

RATING SCALE: 1. almost native ability 2. good 3. fair 4. poor

CAREER	CULTURE	UNDERSTANDING	SPEAKING	READING	WRITING

M.A.S.H. 9

Directions: Complete the following items:

1. List five occupations found at a consulate, or other branch of public service.

   a.

   b.

   c.

   d.

   e.

2. Describe how foreign services workers use Foreign Language.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

3. Did you discover a foreign service job that may interest you as a career? What was it? Why does it interest you?

   ____

   ____

   ____

   ____

   ____

   ____

   ____

CONSULATE OF FRENCH & SPANISH SPEAKING COUNTRIES

ALGERIA - Embassy of the Democratic Republic of People of Algeria
2310 California St.
N.W. Washington, D.C. 20036

AMERICAN REPUBLICS - Organization of American States
Washington 6, D.C.

ARAB REPUBLIC - Consulate General of the United Arab Republic
665 Madison Avenue
New York, N.Y.

ARGENTINA - Argentine General Consulate
12 West 56th Street
New York 19, N.Y.

Argentine-American Chamber of Commerce, Inc.
11 Broadway
New York 4, N.Y.

BELGIUM - Belgian Government Information Center
50 Rockefeller Pl.,
New York 20, N.Y.

Belgian Consulate General
50 Rockefeller Pl.,
New York 20, N.Y.

Belgian Chamber of Commerce in the U.S., Inc.
50 Rockefeller Pl.
New York 20, N.Y.

CAMBODIA - Embassy of Cambodia
4500 16th Street
Washington 11, D.C.

CAMEROON - Embassy of the Federal Republic of Cameroon
5420 Colorado Ave.
N.W. Washington, D.C.

CANADA - See also specific provinces
Information Branch
Department of Trade and Commerce
Ottawa, Ont.

(Genl. & Comm. Inf.)
Information Office
Canadian Consulate General
680 Fifth Ave.
New York 19, N.Y.

Dominion Bureau of Statistics
Information Services Division
Ottawa, Canada

Canadian Imperial Bank of Commerce
Toronto 1, Canada

Bank of Montreal
2 Wall Street
New York, N.Y.

Canadian Government Travel Bureau
Ottawa, Ont. or
680 Fifth Ave.
New York 19, N.Y.

CARIBBEAN AREA - Caribbean Tourist Association
20 East 46th Street
New York, N.Y.

CEYLON - Embassy of Ceylon
2148 Wyoming Ave.
Washington 8, D.C.

CHAD - Embassy of the Republic of Chad
1132 New Hampshire Ave.
N.W. Washington, D.C.

CHILE - Consulate General of Chile
61 Broadway
New York, N.Y.

Chile-American Association
149 Broadway
New York, N.Y.

COLOMBIA - Consulate General of Colombia
444 Madison Ave.
New York 17, N.Y.

Columbian-American Chamber of Commerce Inc.
160 Broadway
New York, N.Y.

Columbia National Tourist Board
608 Fifth Ave.
New York, N.Y.

CONGO - Embassy of the Republic of the Congo
(Leopoldville)
4800 16th St.
N.W. Washington, D.C.

Embassy of the Repoblic of Congo (Brazzaville)
4800 16th St.
N.W. Washington, D.C.

COSTA RICA - Consulate General of Costa Rica
420 Lexington Ave.
New York 17, N.Y.

DOMINICAN REPUBLIC - Consulate General of the Dominan Republic
1270 Sixth Ave.
New York, N.Y.

Dominican Chamber of Commerce of the U.S., Inc.
1260 Sixth Ave.,
New York, N.Y.

FRANCE - French Embassy, Press & Information Div.
972 Fifth Ave.
New York, N.Y.

Consulate General of France
924 Fifth Ave.
New York, N.Y.

GHANA - Consulate General of Ghana
565 Fifth Ave.
New York, N.Y.

GUINES - Embassy of the Republic of Guines
2112 Leroy Pl.
Washington 8, D.C.

HAITI - Consulate General of Haiti
60 East 42nd St.
New York, N.Y.

LAOS - Embassy of Laos
2222 S. Street
Washington 8, D.C.

MEXICO - Consulate General of Mexico
8 East 41st Street
New York, N.Y.

Mexican Chamber of Commerce of U.S. Inc.
60 Wall St.
New York 5, N.Y.

NIGERIA - Embassy of Nigeria
500 Dupont Circle Blvd.
1346 Connecticut Ave.
Washington, D.C.

PANAMA - Consulate General of Panama
1270 Sixth Ave.
New York 19, N.Y.

PUERTO RICO - Office of the Commonwealth of Puerto Rico
2210 R St.
Washington, D.C.

SPAIN - Consulate General of Spain
515 Madison Ave.
New York 22, N.Y.

Spanish Government Commercial Office
527 Madison Ave.
New York, N.Y.

SUDAN - Embassy of Sudan
2346 Massachusetts Ave.
N.W. Washington, D.C. 20007

SWITZERLAND - Consulate General of Switzerland
444 Madison Ave.
New York 17, N.Y.

Swiss National Tourist Office
10 West 49th St.
New York 19, N.Y.

TUNISIA - Embassy of Tunisia
2408 Massachusetts Ave.
Washington 8, D.C.

Tunisian Trade & Tourist Office
543 Madison Ave.
New York, N.Y.

VENEZUELA - Consulate General of Venezuela
600 Fifth Ave.
New York, N.Y.

Venezuelan Chamber of Commerce of the U.S.Inc.
233 Broadway
New York, N.Y.

Viet-Nam - Embassy of Viet-Nam
2251 R Street
Washington, D.C.

COLLEGE REQUIREMENTS FOR FOREIGN LANGUAGE TEACHING FORM

		Number of Credits Needed:				Number of Hours in Student Teaching				
School	For B.A.	In a Foreign Language	In a Second Language	For Teaching FLES	Teaching in Secondary Schools	Elementary	Secondary	Proficiency Examination	Comprehensive Examination	Advanced Placement for High School Work

HOTEL AND MANAGEMENT FORM

Occupation ______________________________

Responsibilities and Duties ______________________________

Educational Background ______________________________

Special or Vocational Preparation ______________________________

Need of a Foreign Language ______________________________

Working Hours and Conditions ______________________________

Fringe Benefits ______________________________

Advancement Possibilities ______________________________

Union or Non-union ______________________________

VOCABULARY LIST OF OCCUPATIONS IN THE AREA OF HOTEL AND MANAGEMENT

	FRENCH	SPANISH
bell boy	le groom	el botones
doorman	le portier	el portero
porter	le chasseur	el ganapan
desk clerk	le receptionniste	el recepcionista
information clerk	le standardiste	el empleado de informacion
cashier	le caissier	el cajero
assistant manager	le gerant	el regente auxiliar
assistant-credit manager	le comptable	el regente de credito
maid	la femme de chambre	le camarera
hostess	la gerante	la mesonera
maitre d'D	le maitre d'hotel	el maestresala
wine waiter	le sommelier	el somelier
food waiter	le garcon	el mozo

OCCUPATIONS IN THE AIRLINES FIELD REQUIRING VARIOUS DEGREES OF KNOWLEDGE OF A FOREIGN LANGUAGE

AIRLINES

1. hostess
2. steward - stewardess
3. managers, airport
4. pilot, airline
5. first officers
6. flight engineers (or attendant)
7. pursers (in charge of stewards and hostesses)
8. reservation/sales personnel
9. tour specialists
10. secretaries/clerk/stenographers
11. passenger relations agent
12. transportation agents
13. management personnel
14. traffic representative
15. ground hostess
16. operations representatives
17. traveling auditors
18. information agent
19. statistics research
20. junior sales representative
21. senior sales representative
22. ticket agent
23. air traffic manager - air shipments
24. foreign traffic manager
25. traffic agents and clerks, airline
26. traffic controllers, air

OCCUPATIONAL FACT-FINDING FORM

1. Education - Check one:

	High School or equivalent		Special training
	some college		college degree

2. Courses needed in High School: Check one or more:

	English		Science
	Mathematics		Social Studies
	Foreign Lang.		Home Economics
	Typing		Industrial Arts
	Stenography		Art
	Business		Humanities
	Other: specify		

3. Major field in college: ____________________

4. Location of job: ____________________

5. Special requirements

____

____

____

6. Approximate earnings - Check one:

	$5000-$8000		$11,000-13,000
	8000-11,000		13,000 or above

7. Work conditions:

____

____

8. Advancement possibilities:

____

____

____

9. Job availability in the future:

____

____

____

OCCUPATIONAL SUMMARY PROFILE FORM

	JOB	JOB	JOB	JOB	JOB	JOB	JOB	JOB
ACADEMIC KNOWLEDGE								
1. Math								
2. Science								
3. Social Studies								
4. Foreign Language								
5. English								
6. Art								
7. Home Economics								
8. Business								
INTERESTS								
9. Working with people								
10. Creativity								
11. Assume responsibility								
12. Working with things								
13. Outdoor								
14. Artistic								
15. Working indoors								
16. Solving problems								
17. Work under pressure								
18. Physical								
19. Directed Work								
20. Travel								

SCHOOLS PREPARING PEOPLE FOR FOREIGN TRADE

		TELEPHONE
1.	Bernard M. Baruch College Evening and Extension Division 17 Lexington Avenue New York, N. Y. 10010	(212) or 3-8585
2.	Latin American Institute 292 Madison Avenue New York, N. Y. 10017	(212) 532-6073
3.	Long Island University Evening and Continuing Education Division The Brooklyn Center Brooklyn, New York 11201	(212) 834-6022
4.	New York University School of Continuing Education 1 Fifth Avenue New York, N. Y. 10003	(212) 598-2105
5.	School of World Trade 11 Broadway New York, N. Y. 10004	(212) WH 4-0326

FOREIGN MARKET CONSULTANTS

	TELEPHONE
1. Bergner International Corp. 855 Avenue of the Americas New York, N. Y.	(212) LO-5-3715
2. Conway Associates International, Inc. 109 East 42nd Street New York, N. Y.	(212) 687-0175
3. Harris Louis and Associates, Inc. 1 Rockefeller Plaza New York, N. Y.	(212) CI-5-7414
4. Intermark International, Inc. 866 Union Place New York, N. Y.	(212) 593-3150
5. U.S. Media International Corp. 375 Park Avenue New York, N. Y.	(212) 758-1332
6. Milton Edward and Association 36 West 44th Street New York, N. Y.	(212) MU-2-3276
7. International Resources Feasibility, Inc. 665 Fifth Avenue New York, N. Y.	(212) 755-7870
8. International Marketers, Inc. 107 East 38th Street New York, N. Y.	(212) 532-8454
9. International Research Associates, Inc. 1270 Avenue of the Americas New York, N. Y.	(212) LT-1-2010

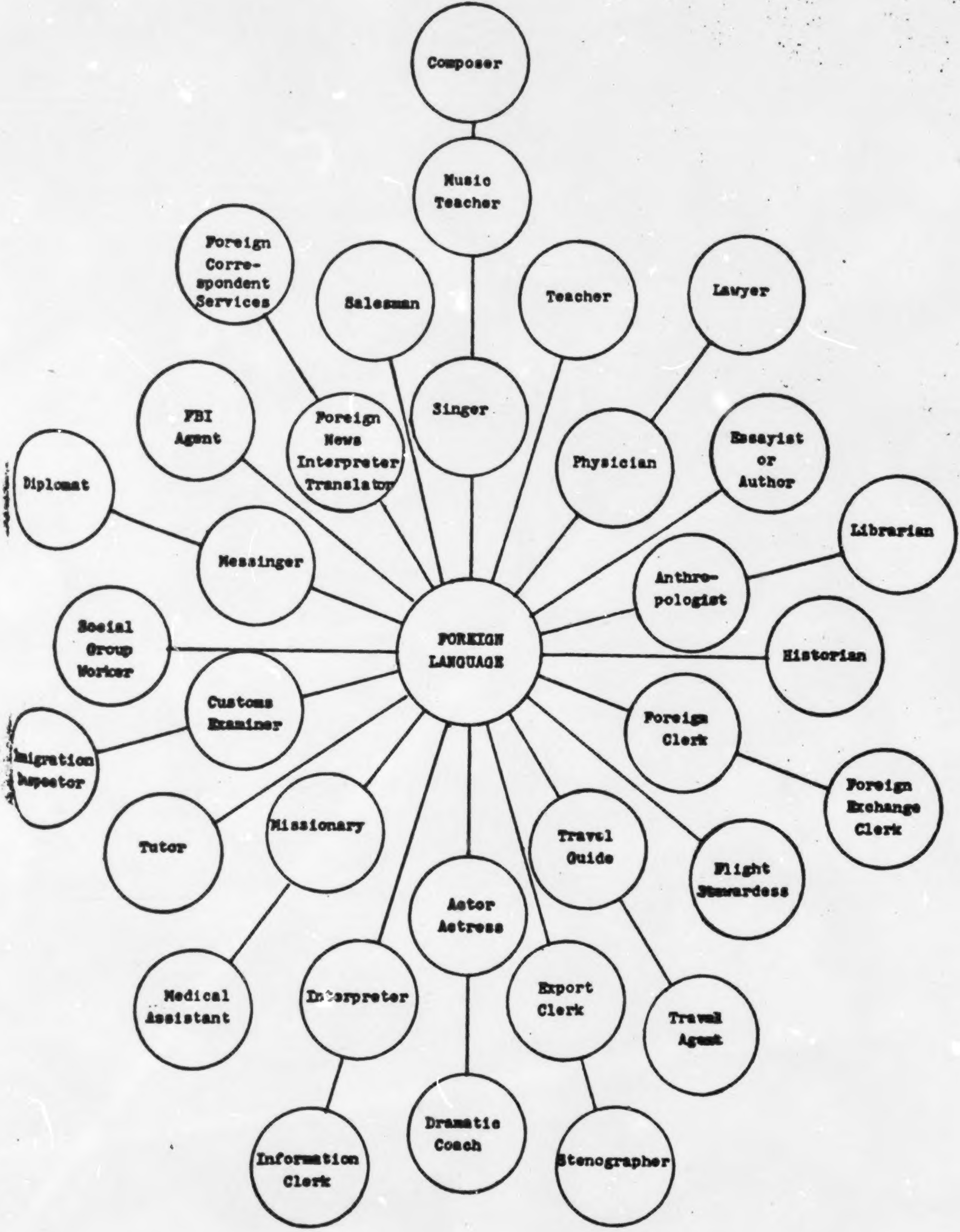
Investigate if any in Mid West

Stock Exchange?

CUSTOM HOUSE BROKERS

	TELEPHONE
1. Custom House Broker ABC International, Inc. 1 World Trade Center New York, N. Y.	(212) 432-0660
2. Advance Shipping Co., Inc. 11 Broadway New York, N. Y. 10004	(212) 268-2581
3. Thor Air Freight Corp. 142-50 Rockaway Blvd. Ozone Park, New York	(212) 322-7550
4. International Customs Services, Inc. 17 Battery Place New York, N. Y.	(212) 248-6410
5. Endicott Overseas Express, Inc. 555 West 33rd Street New York, N. Y.	(212) LO-3-1234

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE


Composer
Music Teacher
Foreign Corre-spondent Services
Salesman
Teacher
Lawyer
FBI Agent
Foreign News Interpreter Translator
Singer
Physician
Essayist or Author
Diplomat
Librarian
Messinger
Anthro-pologist
Social Group Worker
FOREIGN LANGUAGE
Historian
Customs Examiner
Foreign Clerk
Immigration Inspector
Foreign Exchange Clerk
Tutor
Missionary
Travel Guide
Flight Stewardess
Actor Actress
Medical Assistant
Interpreter
Export Clerk
Travel Agent
Information Clerk
Dramatic Coach
Stenographer

Concept # 6: Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student should develop awareness of the classification of occupations.
2. The student should develop a capacity for classifying occupations.

Learning Activities	Resources	Evaluation
Show filmstrip & manual	Foreign Language for Vocational Training	Completed list
List responsibilities and requirements. (Expand to include other careers) Amount and type of language abilities (written, spoken, or reading ability or combination)		
List various terms related to particular subjects (such as latin-related) e.g. medicine, science	Teacher students	Compile & discuss list

MASH Service, Communication, et.al. see # 5.

M.A.S.H. 7

INVESTIGATION OF OCCUPATION FORM

1. Name of occupation ______________________________

2. Job title ______________________________

3. Exactly what does person do? ______________________________

4. What education is required? ______________________________

5. What degree of knowledge of a Foreign Language is required?

____

6. What qualification, other than educational, are necessary?

____

   A. Physical ______________________________
   B. Mental ______________________________
   C. Aptitude of personality ______________________________

7. What are working conditions and hours? ______________________________

8. What type of equipment is required? ______________________________

9. In what kind of business is this job found? ______________________________

____

10. What are the opportunities for advance ment? ______________________________

____

11. In what geographical location is this job found? ______________________________

____

12. Where is further information available? ______________________________

____

13. Additional comments ______________________________

____

Concept No. 9 - Individuals can learn to perform adequately in a variety of occupations.

Objectives:

1. The student should become aware that individuals have the potential to develop skill in a wide variety of occupations.
2. The student should be able to identify with an increasing variety of occupations.
3. The student should be encouraged to gain experience in a variety of work situations.
4. The student should recognize individual abilities and limitations and relate them to career interests.

Concept No. 22 - Job characteristics and individuals must be flexible in a changing society.

Objectives:

1. The student should become aware of the flexible and inflexible aspects of jobs.
2. The student should learn the need for individual flexibility in a changing society.
3. The student should learn to relate individual needs for flexibility to realities of the work world.

Learning activities:	Resources	Evaluation
Learn vocabulary for French in the office; role play.	French in the office (Glossary of French and Eng. Management Terms)	Test; role play
Learn vocabulary for German in the Office; role play	German in the Office Glossary of German and Eng. Management Terms)	Test; role play
Der Kaufman Writing Business Letters		Write business letters
role playing activities males and females exchange	students teacher	Value clarification; feelings. Reactions.
Compare ways in which one job could be a preparation for a different job later in life.	teacher, students	discussion

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student should become informed of the groups and institutions affecting work.

2. The student should learn the ways in which these groups and institutions affect work.

3. 3. The student should experience the factors affecting groups and institutions.

Learning activities:	Resources	Evaluation
Determine the major groups affecting work. Explore several groups and explore their effects on work.	AMA Pharmacist Group Various Unions Civil Service MASH Unit 11 part 2 Nicholet's "Why Study Foreign Language?" (Appendix)	Discussion of findings

Concept No. 12 - Occupations and life styles are interrelated.

Objectives:

1. The student should recognize how occupational choice affects life-style.
2. The student should learn to recognize values relating to occupation and life style.

Learning Activities	Resources	Evaluation
Do research, chart/graph on how people of various occupations live, work, have fun. How does money/income relate to this? Look at the mobility of occupations and life styles because of education, extra proparation etc.	Mash 10 Career books Teacher	Share & discuss findings

M.A.S.H. 10

OCCUPATIONAL PERSPECTIVE FORM

____
Job Title

DOT Code______________________
Date__________________________

Job Duties A) Define job-________________________
____
B) Duties-________________________
____
____
____

Work Environment A) Location:
B) Work with: ___people ___things
___data
C) Travel ___
D) Other. Specify: ____________

Earnings & Hours
Average Salary ____________________
Maximum Salary ____________________
Minimum Salary ____________________
Education Differential ____________________
Language Differential ____________________
Location Differential: New York City ________
Nassau/Suffolk________
Hours per week ____________________
Seasonal or All-year ____________________
Overtime possibility ____________________
Contract basis ____________________

Education and Other Requirements

A. 1. _____ Vocational School
2. _____ High School or Equivalency
3. _____ College B.A. or B.S.
4. _____ Master's Degree
5. _____ Junior College
6. _____ Be 18 years old
7. _____ Be a U.S. citizen
8. _____ Apprentice

B. Helpful High School Courses:
1. ____________________
2. ____________________
3. ____________________
4. ____________________

Location of Jobs

The places that employ in this field are:
Armed Forces ______________
Libraries ______________
State Department ______________
Other. Specify: ______________

Schools

Schools which prepare you for this occupation are:

____
____
____
____

Related Occupations

Other jobs for which you will be qualified if you choose this career are:
1. ____________________
2. ____________________
3. ____________________

Future Demands

Will this position still be in demand within the next tex years? ______

Advancement Opportunities

You will be able to advance to:

1 ______________________
2 ______________________
3 ______________________
4 ______________________

Aptitudes

You should know:

1. ______ math
2. ______ foreign language
3. ______ how to handle tools
4. ______ research
5. ______ secretarial skills
6. ______ journalistic skills
7. ______________________
8. ______________________
9. ______________________
10. ______________________

Interests & Temperament

You should like:

______ people
______ responsibility
______ tools
______ data
______ solving problems
______ work under pressure

______ Others. Specify: ______________

Concept No. 14 - Career development requires a continuous and sequential series of choices.

Objectives:

1. The student should be aware that career development is a life long process.
2. The student should become conscious of individual responsibility and the direction one can exert on career development.
3. The student should learn the value of planning and the utilization of intermediate steps to attain long-range objectives.

Learning activities:	Resources	Evaluation
List occupational goals (males and females must be taught to relax their role stereotypes) for themselves for a 5, 10, 15-year span.	teacher students	discussion & sharing views, ideas
Base goals on: current knowledge/abilities, those in foreseeable future and use imagination to speculate on distant possibilities		

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student should learn the effect supply and demand have on various careers.
2. The student should understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities	Resources	Evaluation
Pick out certain occupations and determine availability of jobs. Discussion of jobs vs. birthrate. Education as a prime example. Also white-collar college-grad.jobs.	Career data books; newspapers, magazines.	research job & discuss findings.
Copy of ads for jobs using foreign language.	Annals #1 1978 pg. 78 Poster of ads.	Student collection of ads from newspapers.

Concept No. 16 - Leisure and avocational pursuits can complement one's work as means of self-expression.

Objectives:

1. The student should learn that leisure and avocational pursuits can provide enjoyment and satisfaction.
2. The student should learn to utilize avocational and leisure pursuits and successes as an aid to learning individual career preferences.
3. The student will learn the necessity of a balance between self-expression derived from work and from leisure.

Learning Activities	Resources	Evaluation
Encourage participation in student tours to France/ Spain/ Germany/ Italy, etc.	itinerary, cultural information	Student going on tour
Plan itinerary and list ways in which you can use the language.	Mexico Travel Aid & Trip Planner See MASH Unit 8 #3	Share and discuss completed itinerary with class.
Learn to use the Metro (French)	ACTFL cafe unit	written exercises within unit; student will plan route to reach a destination using the Metro.
Learn vocabulary customs for the Cafe (French)	ACTFL cafe unit	identify signs
Play Metro Game (French)	jeu Paris Metro	Role playing in cafe situations.
Reading Signs Directions - Map	International road signs Student copies of simple city map and landmarks	Student reaches destination on map by following directions given by teacher.
Play Monopoly Play Scrabble Play Mille Buornes	game	Ability to play games
Culture Units on History, Art, Music, Architecture, Literature	individual teacher unit	as per teacher desire
Celebrity Tapes - Why?	available from ACTFL	listen and discuss
Letters/tapes from celebrities: Sports - Brewer sportscastor ArchBishop of Milwaukee Language Fair - Saturday before Language Week	letters and tapes received students teachers library	student and community participation
National Foreign Language Week activities	to be determined	
Study French Impressionists	Field trip to Art Instutute, Chicago	Activity Sheet

Concept No. 17 - Preparation for and success in paid or unpaid work provides motivation and self-confidence in further endeavors.

Objectives:

1. The student should learn the satisfying aspects of success in work.
2. The student should learn to recognize personal success and its positive effects.
3. The student should learn to identify career interests and preferences through experience in paid and unpaid work.

Learning Activities	Resources	Evaluation
List ways in which Avocation/hobbies can aid one's job abilities or contribute to a person's well-roundedness	career data books library community teachers	discuss individual lists
Name the ways in which a specific job/occupation (one using a Foreign Lang.) may lead to pleasurable pursuits in semi-related, non-work situations.	teacher student	discussion
Chart how specific "job preparation" may lead to interests in other directions than the intended job.	magazines news resources teacher student	complete & discuss chart

Concept No. 18 - Individuals are responsible for their career planning.

Objectives:

1. Students should learn that career satisfaction and success is each person's responsibility.
2. Students should learn the mechanics of career planning.
3. Students should learn the necessity of acting to fulfill plans.

Concept No. 19 - Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives:

1. Students should develop an understanding of sources of occupational information.
2. Students should learn how to independently obtain answers to career questions.
3. Students should learn to use this information for vocational and educational decisions.

Learning activities:	Resources	Evaluation
Consider life beyond high school and/or college. People marry later (if at all). What does the single person do during these years and beyond? He/she must think of a career not as an "until" situation. (May continue after marriage in the career).	teacher,students	discussion
Career Game	from Guidance Office	
Exploration for each cluster (see concept #5)		
"Why Study Foreign Language?" Filmstrip and Cassette	from NYSAFT	discussion
"Why Study Latin?"	film from Madison	discussion
Building vocabulary thry central ideas. A. Organized around health, praise etc. B. Root words: Freek, Latin, French, Spanish. C. Based on Mythology D. Forming Derivatives	Vocabulary for the college bound (Levels II-III)	Oral & written tests (Versatility with words can help in seeking a job)

APPENDIX O

CAREER EDUCATION

SCIENCE - GRADES 7 AND 8

The following professional staff at Denison Junior High School developed the science section of the Lake Geneva Schools Career Education Plan:

Science - Grade 7

Mr. Gordon Roth

Mr. David Hettiger

Science - Grade 8

Mr. Duane Anderson

Mr. David Brown

7

Concept No. 3 - Persons need to be recognized as having dignity and worth.

Objectives:

1. The student will learn the dignity and worth intrinsic to people.
2. The student will experience the value work provides both society as well as the worker.
3. The student will become aware of ways in which utilizing personal unique interests and abilities can enhance personal dignity and worth.

Learning Activities:	Resources	Evaluation
1. Positive interaction with instructor.	1. Instructor	1. Students should complete I.S.C.S. program to standards of instructor
2. Positive interaction with other students, i.e., lab partners.	2. Other students	2. Students should use appropriate techniques in handling of equipment and A.V. materials.
3. Comparing and exchanging information with other groups.	3. I.S.C.S. Program (textbook and workbook and equipment)	3. Subjective evaluation by instructor
4. Work in I.S.C.S. program.	4. Filmstrips - "Laboratory Safety"	
5. View audio visual materials.	5. Film loops correlated to program	
6. Follow prescribed instruction on use of lab equipment and A.V. materials.	6. Laboratory assistants	

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:

1. I.S.C.S. Program - Specifically correlation of chapters dealing with physical science to occupations and those occupations to social needs. i.e., machines - wheel and axle (pulleys), inclined planes, levers correlated to construction and lumbering industries. Energy - heat, light, chemical, electrical - correlated to public utilities. (Gas Co. and Power and Light Co.)
2. Written paper or report on a topic regarding energy, environment ecology and world of work.
3. Measuring in, and use of, metric system.

Resources

1. I.S.C.S. Program
2. Films - assorted and free films from Power and Light Co.
3. Film loops on levers, etc.
4. Instructor
5. Filmstrips
6. Film - "Standards of Excellence"
7. Library - i.e. books, magazines, periodicals, newspapers
8. People in community
9. Phil Fogle - Director of Geneva Lake Environmental Watershed Agency
10. Free film entitled "People with Purpose" from Modern Talking Picture Service, Inc.

Evaluation

1. Discussion of practical application of course content to occupations and needs
2. Use of paper evaluated by instructor correlating course content, occupations and community needs
3. Quiz on use of metric system
4. Discussion of use of metric system in different occupations, i.e., building trades, auto mechanics, etc.

7

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources	Evaluation
1. Work in I.S.C.S. Program	1. I.S.C.S. Program	1. Discussion of variety of occupations viewed in films and those discussed in class
2. Viewing of A.V. materials (films and film loops)	2. Films - "Our Mr. Sun" "Hemo the Magnificent" "Unchained Goddess" "Our Friend the Atom"	
3. Bulletin Boards	3. Films from Power and Light Co.	
	4. Other films pertaining to exploration, development, use and conservation of energy and energy resources.	
	5. Instructor	
	6. Power and Light Co. and Wisconsin Southern Gas Co. for bulletin board	

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities:

1. Working in the I.S.C.S. Program increases student awareness and allows for a correlation to be drawn between different jobs and tasks in the world of work and situations in the program.
2. Viewing of films showing variety of occupations, work or tasks performed by people in different fields of work.
3. Viewing of films and discussion following films on the jobs available for those with a background in science education.
4. Paper on topic related to energy or environment. In this paper one section must be included which indicates knowledge or awareness and some measure of understanding of the above mentioned objectives.

Resources

1. I.S.C.S. Program
2. Films from Power and Light Co.
3. Periodicals and Encyclopedias
4. Printed material from utility companies and Geneva Lake Watershed Agency
5. Filmstrips
6. Personal interviews and contact regarding collection of information for paper
7. Instructor
8. Guidance Department

Evaluation

1. Completion of I.S.C.S. Program
2. Grading of paper
3. Discussion following films lead by instructor

Concept No. 10 - Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience whenever possible working cooperatively with other people.

Learning activities:

1. Working within the I.S.C.S. Program
   - A. Comparing collected data to achieve program objectives
   - B. Working with lab partner and other lab groups
   - C. Working with instructor
2. Films - Indicate job specialization and interdependency.
3. Video Tapes
4. Paper to indicate cooperation and coordination of jobs.

Resources

1. I.S.C.S. Program
2. Film - "Ekofisk - A City at Sea"
3. Video Tape - "The Red River"
4. Films from Power and Light Co.
5. Library for resources for paper
6. Personal interviews and contact
7. Geneva Lake Watershed Agency

Evaluation

1. Behavior evaluation is checked to determine levels of cooperation
2. Discussion

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning activities:	Resources	Evaluation
1. Viewing of films on nuclear energy to indicate groups and institutions that affect work.	1. Instructor	1. Teacher evaluation
2. Films related to coal and oil industries.	2. Power and Light films	
3. Discussion regarding influence of special interest groups on nuclear power plant development.	3. Films on environmental safety and ecology	
4. Discussion of stands and position of environmentalists on coal and oil industry.	4. Film "Say Goodbye"	
5. Discussion of union, management and government involvement with energy industries.	5. Video tape "Sands of the Namib"	
6. Discussion of checks and balances regarding ecology.		

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effect supply and demand have on various careers.
2. The student will understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities:	Resources	Evaluation
1. Films indicating needs for qualified workers in the various fields of work connected to energy industries.	1. Instructor	1. Instructor evaluation
2. Films showing supply and demand trends for various careers within the energy industry.	2. Film from Power and Light "Fuel for the Future"	
3. Film indicating economic effects and technological factors regarding different occupations.	3. Film "We Came in Peace"	

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Concept No. 18 - Individuals are responsible for their career planning.

Objectives:

1. Students will learn that career satisfaction and success is each person's responsibility.
2. Students will learn the mechanics of career planning.
3. Students will learn the necessity of acting to fulfill plans.

Learning activities:	Resources	Evaluation
1. Films and discussion relating to the importance of selecting an occupation that would be of interest to them.	1. Free films from Power and Light Co.	1. Teacher evaluation and discussion
2. Exposure to a variety of occupations and a discussion of requirements that may be needed to perform in those fields.		

Concept No. 19 - Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives:

1. Students will develop an understanding of sources of occupational information.
2. Students will learn how to independently obtain answers to career questions.
3. Students will learn to use this information for vocational and educational decisions.

Learning activities:	Resources	Evaluation
1. Awareness due to discussion of occupations in films regarding: a. job description b. educational requirements c. would students be interested in performing the required tasks	1. Film from Power and Light Co.	1. Teacher evaluation
2. Refer to counselor for "WOIS" (Wisconsin Occupational Information System)	2. Counselor and computer terminal	2. Student self-evaluation

Concept No. 20 - Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives:

1. The student will learn the similarities between jobs in a cluster of occupations.
2. The student will learn the value of maximizing alternatives within a cluster of occupations.
3. The student will learn the value of adaptability in a changing job market.

Learning activities:

1. Learning to measure in metric will enable students to perform in a variety of occupations.
2. Interdependency between and among lab groups, learning to handle equipment, and working with others safely and responsibly can show parallels and similarities within and between job clusters. Examples: electrician to electrical contractor, compared to maintenance man to controlling engineers of a nuclear plant.
3. Developmental, sequential direction of program (I.S.C.S) parallels job clusters. Example: Operationally defining energy would parallel being an apprentice carpenter developing towards being a contractor because of the building of knowledge to achieve goals.

Resources

1. Filmstrip-cassette program on metric system and decimal system
2. I.S.C.S. Program
3. Films from Power and Light Co.
4. Film "A Few Essentials" from Modern Talking Pictures Service, Inc.

Evaluation

1. Worksheets and tests on metric and decimal systems
2. Tests
3. Teacher evaluation

Concept No. 22 - Job characteristics and individuals must be flexible in a changing society.

Objectives:

1. The student will become aware of the flexible and inflexible aspects of jobs.
2. The student will learn the need for individual flexibility in a changing society.
3. The student will learn to relate individual needs for flexibility to realities of the work world.

Learning activities:	Resources	Evaluation
1. Large group discussion following film regarding jobs created by new advancements in technology.	1. Films on energy from Power and Light Co.	1. Instructor
2. Large group discussion on environmental impact and social changes that may be necessary in certain chosen job clusters. Example: Petroleum industry and the adjustments and changes that may have to be made from Alaska fields to offshore drilling rigs.	2. Instructor	
3. Coping with and handling the different job tasks within the I.S.C.S. program Example: Recording data, performing experiments, demonstrating concepts, operationally defining.	3. I.S.C.S. Program	

Concept No. 4 - Occupations exist for a purpose.

Objectives:

1. The student will become acquainted with the relationship between social needs and occupations.
2. The student will learn to see a relationship between each person's occupation and satisfaction of social needs.

Learning activities:	Resources	Evaluation
1. Students to observe at treatment plant that a wide variety of occupations are necessary for the successful operation of a modern sewage treatment plant. Design bulletin board to show how.	1. Lake Geneva Treatment Plant and city personnel	1. Class discussion

Concept No. 5 - There is a wide variety of occupations.

Objectives:

1. The student will recognize that there is a wide variety of occupations.
2. The student will learn that the variety of occupations is in a state of perpetual change and adjustment in response to social, technological, and political change.

Learning activities:	Resources	Evaluation
1. Students to observe a wide variety of occupational skills necessary to the processing of food items relating specifically to health and nutrition.	1. Lake Geneva Packing Co. - plant management and personnel. Text - lecture/ discussion in class	1. Summary discussion

Concept No. 6 - Occupations may be classified in several ways such as by industry, or by tasks and/or services performed.

Objectives:

1. The student will develop awareness of the classification of occupations.
2. The student will develop a capacity for classifying occupations.

Learning Activities:	Resources	Evaluation
1. Discussion: "What is a Scientist"	1. Teacher	1. Teacher to evaluate student lists of tasks, services performed
2. View film in which scientists are seen. Class to classify each in terms of tasks and/or services performed.	2. Film	

Concept No. 10 - Job specialization creates interdependency.

Objectives:

1. The student will recognize that cooperation is necessary for work effectiveness.
2. The student will recognize that jobs are coordinated in the production of goods and the performance of services.
3. The student will gain firsthand experience whenever possible working cooperatively with other people.

Learning activities:	Resources	Evaluation
1. Students to observe at Trostel's job specialization and interdependency in a factory/assembly line situation.	1. Trostel's Mfg. Plant and plant personnel 2. Teacher in I.S.C.S. Program.	
2. Students to participate in classroom laboratory activities in pairs and/or in small groups in order to experience interdependency created by job specialization.		

Concept No. 11 - Various groups and institutions influence the nature and structure of work.

Objectives:

1. The student will become informed of the groups and institutions affecting work.
2. The student will learn the ways in which these groups and institutions affect work.
3. The student will experience the factors affecting groups and institutions.

Learning activities:	Resources	Evaluation
1. Students to observe and understand how health and safety laws require specialized interrelated occupations and manufacturing processes.	1. Lake Geneva Packing Plant. Teacher Publications from Department of Agriculture	1. Class discussion

Concept No. 15 - Occupational supply and demand have an impact on career planning.

Objectives:

1. The student will learn the effect supply and demand have on various careers.
2. The student will understand the effect economic and technological factors have on supply and demand.
3. The student will learn to identify values in relation to considerations of supply and demand.

Learning activities:	Resources	Evaluation
1. Students to view film(s) in order to understand the effect of tehnological and economic factors as it relates to job availability in selected careers.	1. Film "We Came in Peace"	1. Discussion
2. Post film discussion relating to where displaced space scientist pioneers are presently employed.		
3. Collect related news items for inclusion in science notebook.		

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Concept No. 18 - Individuals are responsible for their career planning.

Objectives:

1. Students will learn that career satisfaction and success is each person's responsibility.
2. Students will learn the mechanics of career planning.
3. Students will learn the necessity of acting to fulfill plans.

Learning activities:	Resources	Evaluation
1. Discussion activity after each field trip, classroom visitation, or film. "What did I see that I might want to do?" Ask "How do you get there?"	1. Library films Lab experience	
2. Discussion: "Being a Student is Their Occupation"	2. Classroom personnel Class visitors	
3. Biographical sketches are presented throughout the year to show that outwardly successful person did: 1. Accept the responsibility for their own careers 2. Follow one of several vocational programs resulting in their successful occupations 3. Act upon their basic plans to satisfy their goals	3. Reading biographies in school libraries Reading biographical sketches in text	3. Self evaluation Class discussion

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Concept No. 19 - Exploration of occupations provides information on which to base vocational and educational decisions.

Objectives:

1. Students will develop an understanding of sources of occupational information.
2. Students will learn how to independently obtain answers to career questions.
3. Students will learn to use this information for vocational and educational decisions.

Learning activities:	Resources	Evaluation
1. Refer student to counselor for WOIS printout and guidance.	1. Counselor WOIS Computer Terminal	1. Student self-evaluation
2. Awareness discussions to develop an understanding of how to use this WOIS information for educational and vocational discussions.		
3. Discussions		

Concept No. 20 - Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Objectives:

1. The student will learn the similarities between jobs in a cluster of occupations.
2. The student will learn the value of maximizing alternatives within a cluster of occupations.
3. The student will learn the value of adaptability in a changing job market.

Learning activities:	Resources	Evaluation
1. Students will, in their daily lab and classroom activities, understand/or internalize the skills needed to gather information, analyze information, place information in an acceptable format, thus preparing them for job clusters and maximizing their job alternatives.	1. Teacher I.S.C.S. Program and lab activities	1. Build into program

Concept No. 21 - There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Objectives:

1. The student will become aware of desirable attitudes and behaviors.
2. The student will learn attitudes and behaviors which enhance success in present endeavors.
3. The student will learn to develop positive attitudes and behaviors conducive to success.

Learning activities:	Resources	Evaluation
1. Affective discussions and personal student lab experiences will be a living learning experience wherein each student will become aware that desirable attitudes and behaviors will enhance success in the class (lab) experience as well as in future occupational roles.	1. Teachers Lab experience I.S.C.S. Program	

Concept No. 22 - Job characteristics and individuals must be flexible in a changing society.

Objectives:

1. The student will become aware of the flexible and inflexible aspects of jobs.
2. The student will learn the need for individual flexibility in a changing society.
3. The student will learn to relate individual needs for flexibility to realities of the work world.

Learning activities:	Resources	Evaluation
1. Students to view film "We Came in Peace" (and other current films) in order to understand that individuals must be flexible in their choice of job clusters and vocational training to remain competitive in the job market.	1. Film "We Came in Peace" Filmstrip "Oceanography"	1. Discussion
2. Post film discussions relating to the effect of technology shifts and influencing economic factors on the lives and occupational stability and flux of persons viewed in film.		